

Prairie South Schools
BOARD OF EDUCATION

DATE: January 8, 2019
1:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1.** Regular Board Meeting December 4, 2018
- 4. Decision and Discussion Items**
 - 4.1.** Board Meetings and Board Planning Sessions 2018-2019 Updated
 - 4.2.** BP 10 Revision
 - 4.3.** BP 11 Revision
 - 4.4.** Human Resources Accountability Report
 - 4.5.** Local Independent Negotiation Committee (LINC) Agreement
 - 4.6.** Disposal of Records
 - 4.7.** Annual Bursary Fund Directorship Appointments
 - 4.8.** Out of Province Excursion – Kincaid to Hidden Valley Ski Resort (AB)
 - 4.9.** Out of Province Excursion – Lafleche to Hidden Valley Ski Resort (AB)
 - 4.10.** Out of Province Excursion – Peacock to Kananaskis (AB)
 - 4.11.** Out of Province Excursion – Central Collegiate to Edmonton (AB)
 - 4.12. Monthly Reports**
 - 4.12.1. Teacher Absence and Substitute Usage Report
 - 4.12.2. CUPE Staff Absence and Substitute Usage Report
 - 4.12.3. Bus Driver Absence and Substitute Usage Report
 - 4.12.4. Out of Scope Absence and Substitute Usage Report
 - 4.12.5. Tender Report
 - 4.13. 1st Quarter Accountability Report (walk on)**
- 5. Delegations and Presentation**
 - 5.1.** Caronport Elementary School Innovation Team 1:10 p.m.
- 6. Information Items**
 - 6.1.** Student Outcome Committee Report
 - 6.2.** Public Section Update
- 7. Provincial Matters**

- 8. Celebration Items**
- 9. Identification of Items for Next Meeting Agenda**
 - 9.1. Notice of Motions**
 - 9.2. Inquiries**
- 10. Meeting Review**
- 11. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on DECEMBER 4, 2018 at 1:06 p.m.

Attendance: Mr. R. Bachmann; Dr. S. Davidson; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; Ms. M. Jukes; D. Teneycke, Supertintendent of School Operations; D. Welter, Manager of Human Resources, T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; L. Schlamp, Executive Assistant; P. Thomas, Executive Assistant

Regrets: D. Huschi, Superintendent of School Operations; L. Meyer, Superintendent of Learning; R. Boughen, Superintendent of School Operations

Delegations: None.

Motions:

12/04/18 –3026	That the meeting be called to order at 1:06 p.m. -McLeod	Carried
12/04/18 –3027	That the Board adopt the agenda. -Pryor	Carried
12/04/18 -3028	That the Board adopt the minutes of the 20181106 Regular Meeting. -Wilson	Carried
12/04/18 – 3029	That the Board adopt the minutes of the 20181127 Special Board Meeting. -Pryor	Carried
12/04/18 – 3030	That the Board approve the parameters for the 2019-2020 calendar and direct administration to proceed with calendar development. -Jukes	Carried
12/04/18 – 3031	That, on behalf of the Board, the Chair is directed to sign the <u>Contract of Employment for Director of Education</u> between the Board of Education of the Prairie South School Division No. 210 and Anthony Baldwin, effective January 1, 2019 until July 31, 2022 and reflecting all other terms and conditions discussed and received by the Committee of the Whole. -Davidson	Carried
12/04/1/ - 3032	-Due to our current power outage, the Board table the motion of upcoming agenda item, BP 8 until the next Regular Board Meeting, Jan. 8, .2019, when the live streaming is available, to continue public transparency. -Radwanski	Defeated

12/04/18 – 3033	That the Board approve Board Policy 8 updated 04 December 2018. -Wilson	Carried
12/04/18 – 3034	That the Board approve Board Policy 9 updated 04 December 2018. -Davidson	Carried
12/04/18 – 3035	That the Board receive and file the 2017-2018 Facilities Accountability Report. -Swanson	Carried
12/04/18 – 3036	That the Board approve Coronach's Grade 9-10 Ski trip to Asessippi Ski Resort on Feb. 10-11, 2019. -Wilson	Carried
12/04/18 – 3037	That the Board approve Central Collegiate's Grade 9-12 Band trip to Calgary, AB on Feb. 8-10, 2019. -Jukes	Carried
12/04/18 – 3038	That the Board approve Ecolé Palliser Heights Grade 8 Ski trip to Asessippi Ski Resort on Feb. 5-7, 2019. -Kessler	Carried
12/04/18 – 3039	That the Board approve Coronach's Grade 9-12 Seniors' Basketball teams trip to Scobey, Montana on Jan. 26, 2019. -Davidson	Carried
12/04/18 – 3040	That the Board approve Peacock, Central and Riverview's Grade 9-12 Wrestling trip to Edmonton, AB on Feb. 1-3, 2019. -Jukes	Carried
12/04/18 – 3041	That the Board receive and file the monthly reports as presented. -Pryor	Carried
12/04/18 – 3042	That the meeting be adjourned at 2:56 p.m. - Kessler	Carried

T. McLeod
Chair

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

Date:

January 8, 2019

Location:

Board Office, Moose Jaw

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.1
Topic:	Board Meetings and Board Planning Sessions 2018-2019 Updated		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	At the organizational meeting in September 2018, the Board approved meeting dates for 2018-2019.
Current Status:	A timing conflict has arisen for the Board of Education meeting previously scheduled for February 12 th . February 5 th is proposed as a date to replace the February 12 th meeting.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Because the date of the February meeting has been previously agreed upon by the Board, a new date would be exempt from attendance requirements for Trustees as defined by the Board
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	January 8, 2019	<ul style="list-style-type: none"> Board Meetings and Committee of the Whole Planning Meetings, 2018-2019 updated 08 January 2019

Recommendation:

That the Board approved the amended schedule of meetings as attached.

BOARD MEETINGS AND COMMITTEE OF THE WHOLE PLANNING MEETINGS, 2018-2019

September 2018	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, September 4 • Organizational Meeting, 1:00 pm – 4:00 pm, September 4 • Regular Meeting, Immediately Following Organizational Meeting, September 4
October 2018	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, October 2 • Regular Meeting, 1:00 pm – 4:00 pm, October 2 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, October 23
November 2018	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, November 6 • Regular Meeting, 1:00 pm – 4:00 pm, November 6 • Special Meeting, 10:00 am – 12:00 pm, November 27 • Committee of the Whole Planning Meeting, 1:00 pm – 4:00 pm, November 27
December 2018	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, December 4 • Regular Meeting, 1:00 pm – 4:00 pm, December 4
January 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, January 8 • Regular Meeting, 1:00 pm – 4:00 pm, January 8
February 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, February 5 • Regular Meeting, 1:00 pm – 4:00 pm, February 5
March 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, March 12 • Regular Meeting, 1:00 pm – 4:00 pm, March 12 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, March 26
April 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, April 2 • Regular Meeting, 1:00 pm – 4:00 pm, April 2 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, April 29 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, April 30
May 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, May 7 • Regular Meeting, 1:00 pm – 4:00 pm, May 7 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, May 28
June 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, June 11 • Regular Meeting, 1:00 pm – 4:00 pm, June 11

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.2
Topic:	BP 10 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.</p> <p>The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.</p> <p>Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
Current Status:	The updated BP10, Policy Making, is attached. Changes to the policy are tracked on the attached document.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	

Communications:	The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	December 4, 2018	<ul style="list-style-type: none"> • BP10, 08 January 2019 • BP10, Appendix A, 08 January 2019

Recommendation:

That the Board approve Board Policy 10 updated 08 January 2019.

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with *The Education Act*, 1995 and other provincial and federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Director of Education, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Director of Education.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Director of Education share the responsibility for implementation of policies relating to the Board-Director relationship. The Director of Education is responsible for the implementation of other policies.

4. Evaluation

The Board, in cooperation with the Director of Education, shall review each policy in a timely manner in order to determine currency and effectiveness.

Specifically

1. Suggestions or recommendations in regard to new or existing policy may be made to the Director of Education at any time. Such suggestions or recommendations shall be submitted in writing to the Director of Education and include a brief statement of purpose or rationale. Any trustee, elector or staff member may initiate proposals for new policies or changes to existing policies.
2. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the Principal to the Director of Education.
3. For policy decisions having a direct impact on students or student learning, the protocol in Appendix A will be utilized.
4. Policy development or revision may also be initiated as a result of a public consultation, survey, needs assessment or policy evaluation.
5. The Director of Education shall be responsible to prepare a proposal.
 - 5.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director of Education shall implement procedures to develop a draft proposal.
 - 5.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies and consultants.
 - 5.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if the total anticipated costs will exceed budget approved allocations.
6. When appropriate, the Director of Education shall seek legal advice.
7. The Board may seek additional input into proposed changes in policy, or drafts, whenever it is deemed appropriate.
8. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
9. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
10. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
11. The Board may request the Director of Education to change an administrative procedure to a draft Board policy. In doing so, the Board will provide a rationale.
12. The Director of Education must develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in alignment with Board policies.

13. The Board may also delete a policy and subsequently delegate the Director of Education authority over this area. The Director of Education may choose to then develop an administrative procedure relative to this matter.
14. The Director of Education must inform the Board of any substantive changes to administrative procedures.
15. The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
16. The Board shall review each policy annually.

Reference: *The Education Act, 1995*, Sections, 85, 87, *The School Division Administration Regulations,*
2017, Sections 16, 38, 45

January 8, 2019

PROTOCOL FOR POLICY DEVELOPMENT AND REVISIONS

Policy Development and Revision will follow one the following tracks:

TRACK #1 (Inform)

1. The draft document is created and shared with Director of Education.
2. The draft document is presented to appropriate Board committee.
3. The Board committee chair presents the draft document to the Board on behalf of the committee.
4. Any changes indicated at the board table are incorporated.
5. Final motion to accept policy is carried by the Board and policy implementation begins.
6. The policy is presented to school personnel and SCCs.

TRACK #2 (Consult and Involve)

1. The draft document is created and shared with Director of Education.
2. The draft document distributed to School Administrators to share and gather feedback from staff and SCCs.
3. The Director of Education presents the draft document AND the collected feedback to appropriate Board committee.
4. The Board committee chair presents the draft and feedback to the Board on behalf of the committee.
5. Any changes indicated at the board table are incorporated.
6. Final motion to accept policy is carried by the Board and policy implementation begins.

TRACK #3 (Collaborate)

1. The draft document is created (may be via focus group or individual superintendent) and shared with the Director of Education.
2. The draft document is distributed to School Administrators to share and gather feedback from staff and SCCs.
3. Incorporating the feedback gathered from the staff and SCC, a new draft is created (may require focus group to meet or may be done electronically).
4. The new draft is again distributed to administrators to present and gather feedback from staff and SCCs.
5. The Director of Education presents the draft document AND the collected feedback to appropriate Board committee.
6. The Board committee chair presents the draft and feedback to the Board on behalf of the committee.

7. Any changes indicated at the board table are incorporated.

Final motion to accept policy is carried by the Board and policy implementation begins.

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.3
Topic:	BP 11 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.</p> <p>The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.</p> <p>Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
Current Status:	<p>The updated BP11, Board Delegation of Authority, is attached. Changes to the policy include:</p> <ol style="list-style-type: none"> 1. Substitution of legislation for legislations at paragraph marked 1. 2. Legal references.
Pros and Cons:	
Financial Implications:	

Governance/Policy Implications:	
Legal Implications:	
Communications:	The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	January 8, 2019	<ul style="list-style-type: none"> BP11, 08 January 2019

Recommendation:

That the Board approve Board Policy 11 updated 08 January 2019.

BOARD DELEGATION OF AUTHORITY

The Board authorizes the Director of Education to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Director of Education specifically:

- Includes any authority or responsibility set out in the Education Act and Regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Director of Education is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial or local legislation which are not covered through Board policy.
2. The Director of Education is delegated authority for implementing the requirements of the LAFOIPP or its successor legislation.
3. The Board authorizes the payment of accounts for expenditures incurred within the approved Budget or specific Board decisions and in accordance with Board policy and generally accepted accounting principles, and delegates to the Director of Education responsibility for certification of such payments.

Reference: *The Education Act, 1995*, Sections 85, 108
The School Division Administration Regulations, 2017, Sections 45, 48

January 8, 2019

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.4
Topic:	Human Resources Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Board Policy 2 describes a series of accountability reports that the Board receives on a yearly basis.
Current Status:	The Human Resources Accountability Report for 2017-2018 is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Accountability reports are an important component of the Board's oversight related to administrative work in the school division. The Human Resources Accountability Report has been reviewed in detail by the Partnerships and Teambuilding Committee.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Diana Welter	January 8, 2019	<ul style="list-style-type: none"> Human Resources Accountability Report

Recommendation:

That the Board receive and file the Human Resources Accountability Report.

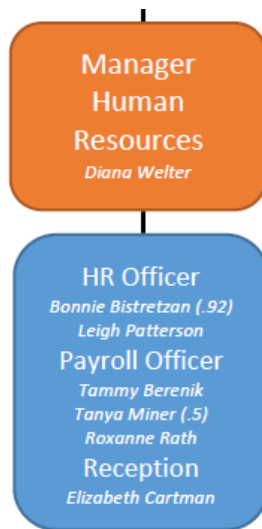
2017-2018 Human Resources Accountability Report

January 2019

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Department Structure



This report is to provide the Board information that demonstrates how the work of the Human Resources Department supports and contributes to the success of Prairie South Schools.

Staff Composition

Job Category	FTEs
Classroom Teachers	418.2
Principals, Vice-Principals	36.6
Other Educational Staff (educational psychologists, counsellors, social workers, speech language pathologists, speech language assistants, educational assistants, library associates, school-based administrative assistants, concession workers, informational technology staff)	232.8
Administrative & Financial Staff (administrative/management positions within the following departments: learning, student information, human resources and business & operations)	18.9
Plant Operations & Maintenance (facility operators and maintenance and administrative/management positions within the Facilities Department)	63.5
Transportation (school bus drivers, mechanics and administrative/management positions within the Transportation Department)	123.0
LEADS (Director of Education and Education Superintendents)	5.0
Total Full-Time Equivalents Staff (FTE) as of September 30, 2017	898.0

* Data excludes casual and substitute employees

Salary & Benefits

Financial Category	2017-18 Actual		2016-17 Actual	
Administration	\$2,263,052	2.5%	\$2,445,423	2.9%
Complimentary Services *	\$1,215,940	1.4%	\$1,318,338	1.5%
External Services **	\$2,935,717	3.3%	\$2,987,040	3.5%
Instruction (Teacher)	\$41,679,276	46.8%	\$41,801,242	48.8%
Instruction (Support)	\$8,474,044	9.5%	\$8,658,548	10.1%
Plant Operations & Maintenance	\$3,967,929	4.5%	\$4,229,776	4.9%
Transportation	\$3,754,986	4.2%	\$3,947,771	4.6%
Total % of Operating Budget	\$64,290,944	72.1%	\$65,388,138	76.4%

* Complimentary Services includes ministry funded Pre-K and nutrition programming.

** External Services includes concessions at Riverview Collegiate, A.E. Peacock Collegiate and Central Collegiate. Professional teaching staff pursuant to the agreements related to the operations of Caronport High School and Cornerstone Christian School are also included.

Demographics

Employee Type	Age		
	Average	Mode	Range
Support Staff	49	56	19 - 72
Bus Drivers	54	59	31 - 75
Teachers	42	46	22 - 66

Teachers are eligible to retire on the first day of any month following their 55th birthday provided the teacher has at least one year of eligibility service. A teacher may retire earlier than age 55 if the teacher has 30 or more years of eligibility service.

Support Staff who contribute to the Municipal Employees' Pension Plan (MEPP) are eligible to retire with no reduction if the employee's age plus eligibility service equals at least 80; or if the employee reaches 65 years of age.

Recruitment & Retention

A posting is created to advertise a vacant position. A vacant position may become available when an existing employee moves to another position, leaves Prairie South Schools or a new position is created.

Position Type	# of Postings
Central Office	1
Facilities	47
Support Staff	82
School Administration	12
Teacher	84
Transportation	24
Total	250

	Retirement	Resignation
Teachers	31	11
Support Staff	22	11

Training & Development

Below is a listing of professional development opportunities circulated to staff through the Weekly Communication. This listing includes external opportunities as well as events facilitated by Prairie South Staff.

Event Description
#TreatyEdCamp 3.0
2018 National Congress on Rural Education
2018 Saskatchewan Teachers Forestry Tour
3rd Annual Physics Colloquium
Additional Qualification Certificate in Early Childhood Education
AirWatch to JAMF for Apple Device Management
All Things Métis
Anxiety and Worry Webinars
ASIST Program
Autism Awareness Conference
Certificate in Teaching Elementary Mathematics
CLS Teachers Workshop
Creating A Classroom Calming Kit
Developing Language & Literacy Workshops
EAL Conference, Professional Learning Day and Webinars
Early Childhood Facilitators Workshop
ELL Excellence Every Day Conference
Embedding Language and Literacy in Play
Fall Early Childhood Facilitators Workshop
Free Webinar - Meet the Needs of Newcomer Students
Free Workshop - HS Social Studies teachers
French Teacher Summer Bursary
Google Read & Write Webinar
Indigenous Studies PD
InfoTrac Student Edition Database Webinar
Jennifer Serravallo Professional Development Event
Kids InfoBits Database Webinar
Level One VTRA Training
Libraries Convergence under Living Skies
Master of Education Degree in Educational Administration
MEd in Science Education Cohort Program
Mental Health First Aid for Adults Working with Youth
Methodology in Action
Moose Jaw Literacy Network

Moose Jaw's Food Story
National Congress on Rural Education in Canada
Neuropsychology of Learning Disabilities Webinar
OurSchool Coordinators Report Training Webinar
Parliamentary Democracy PD Opportunity
PD Opportunity in Moose Jaw
Prairie South Support Staff PD Day
Proactive Strategies for Children with Challenging Behaviour
Reading Refresher
Saskatoon Summit featuring Google for Education
School Based Library Technicians and Associates PD Day
School Focused Workshops
Science PD for Elementary Teachers
Science Teachers PD Opportunities
SIOP Training - EAL Training Opportunity
SPDU Workshops and Conferences
SPEA Conference 2018
Standard First Aid/CPR AED Course
Students at Risk 2018
Suicide Awareness Training
Summer Literacy Institute
Support Staff Job Specific Professional Development Day
Supporting Oral Communication in the Classroom through Differentiated Instruction
Teachers' Institute on Parliamentary Democracy
Teachers' Workshop
Teaching about the Holocaust and Human Rights in Canada
Teaching Elementary School Mathematics
Tech Tour and Computer Science Teaching Workshop
Technology in the Classroom for Grade 6-12 Teachers
The SK Science Teachers Society
Transferring Lifting Repositioning (TLR) Training
Western Development Museum Educators In-Service
Workshop for K-Grade 7 Teachers and Administrators
Young Worker Readiness Certificate Course (YWRCC) Teacher Webinar

Education Leave/Tuition Reimbursement

Employee Type	# Employees	# of Courses	Total Cost
Teachers	44	102	\$106,257
Support Staff	13	24	\$14,879

* In addition, 1 teacher was approved for an Education Leave (Total cost \$4,568)

Performance Management

The supervision model for both teachers and support staff includes formal and informal observations. Informal observations are ongoing and at the discretion of the principal or supervisor.

Supervision & Evaluation Model

	Teachers	Support Staff (CUPE)
Track 1	1 st and 2 nd Year Teacher	Probationary Employees (60 working days)
Track 2	4 Year Cycle of Supervision	3 Year Cycle of Supervision
Track 3	Annual Professional Growth Plan	On Review – As Required
Track 4	Not Demonstrating Proficiency *	- - -

* There was one teacher on Track 4 in 2017-18.

Employee Health & Safety

Workplace Injuries for Employees Covered Under WCB

Workers' compensation is a mandatory insurance system for workplace injuries funded by employers. It is a no-fault system and protects employers from lawsuits. All employees, including substitute teachers, in Prairie South Schools are covered under WCB with the exception of teachers employed under a contract.

	2018	2017	2016
Claims Accepted	26	32	27
Time Loss Claims	16	13	16
Time Loss Days *	1577	1143	2023
WCB Costs (Compensation & Medical) *	\$224,424	\$213,247	\$415,969
WCB Base Premium	\$199,472	\$199,624	\$207,405
WCB Premium Surcharge/Discount	\$295,827	\$116,021	\$29,109

Note: Data is reported based on a calendar year to match WCB Reporting

* Time loss days and costs include costs for claims accepted in previous years

Attendance Management

When our employees are healthy and at work our students and our school division benefit. In the 2014/15 school year, Prairie South Schools implemented an Attendance Support Program that uses the Bradford Formula to measure absenteeism as it relates to illness and medical leaves. The theory is that short, frequent and unplanned absences are more disruptive than longer absences.

Teachers (Average Days per Employee)

	2017-18	2016-17	2015-16	2014-15	2013-14
Prairie South Directed	3.4	3.0	3.5	3.5	3.2
Collective Agreement/Legislated	5.9	6.7	6.8	7.1	7.0
Illness Leave	6.7	6.5	6.4	7.6	8.1
Medical & Dental Leave	1.8	1.8	2.5	2.6	3.3
Total	17.8	18.0	19.1	20.8	21.7

Support Staff (Average Days per Employee)

	2017-18	2016-17	2015-16	2014-15	2013-14
Prairie South Directed	0.6	0.2	0.3	0.6	0.3
Collective Agreement/Legislated	4.5	5.3	6.0	8.5	6.4
Illness Leave	9.4	9.9	8.6	9.9	11.1
Medical & Dental Leave	1.9	1.9	3.0	3.2	3.5
Total	16.4	17.3	17.9	22.2	21.3

Bus Drivers (Average Days per Employee)

	2017-18
Prairie South Directed	0.0
Collective Agreement/Legislated	5.7
Illness Leave	4.9
Medical & Dental Leave	1.7
Total	12.3

* Employees on Long Term Disability/Income Continuance Plan, Workers' Compensation and Vacation Leave are not included.

* Prior to implementing the Atrieve Absence Management System on March 28, 2017, bus drivers applied for leave using a paper based system. 2017-18 is the first complete fiscal year we are able to provide accurate data.

Employee & Labour Relations

Progressive Discipline

	Teachers	Support Staff
Letters of Clarification/Verbal Warning	2	8
Letters of Discipline (Warning, Reprimand)	1	6
Suspensions	3	2
Workplace Investigations *	4	6
Mutual Termination/Removal of Duties	1	0
Involuntary Termination (Terminated or Frustration of Contract)	3	5

* Workplace investigations do not include the process of progressive discipline that leads to termination

Dispute Resolution

STF		
Grievances Filed	Show Cause Hearings	Referrals to Board of Reference
0	2	4

A grievance exists when there is a dispute or difference in the interpretation or application of the collective bargaining agreement.

CUPE		
Step 2 or 3 Grievance Hearings	Grievances Resolved or Withdrawn	Referrals to Arbitration
13	12	1

S.213 & S.215 *The Education Act* - A teacher may apply for an opportunity to attend a meeting of the board to show cause why their contract should not be terminated or amended.

Collective Bargaining

Collective Agreements	Contract Expiry Date	Comments
Saskatchewan Teachers' Federation (STF): Teachers	August 31, 2017	Teachers requested arbitration on January 24, 2018. The hearing was scheduled for July 24-27, 2018. The decision was issued September 7, 2018.
Local Initiative Negotiating Committee (LINC): Teachers	August 18, 2013	Tentative agreement was reached and rejected by the teachers in December 2015. Spent 1 day bargaining in June 2018. Tentative agreement reached. Ratification vote expected to happen in the fall of 2018.
CUPE Local 5512: In-Scope Support Staff	August 31, 2017	Bargaining dates scheduled to commence September 2018.
Conditions of Employment: Non-Union Employees	Annual Review	

Learning Support Services

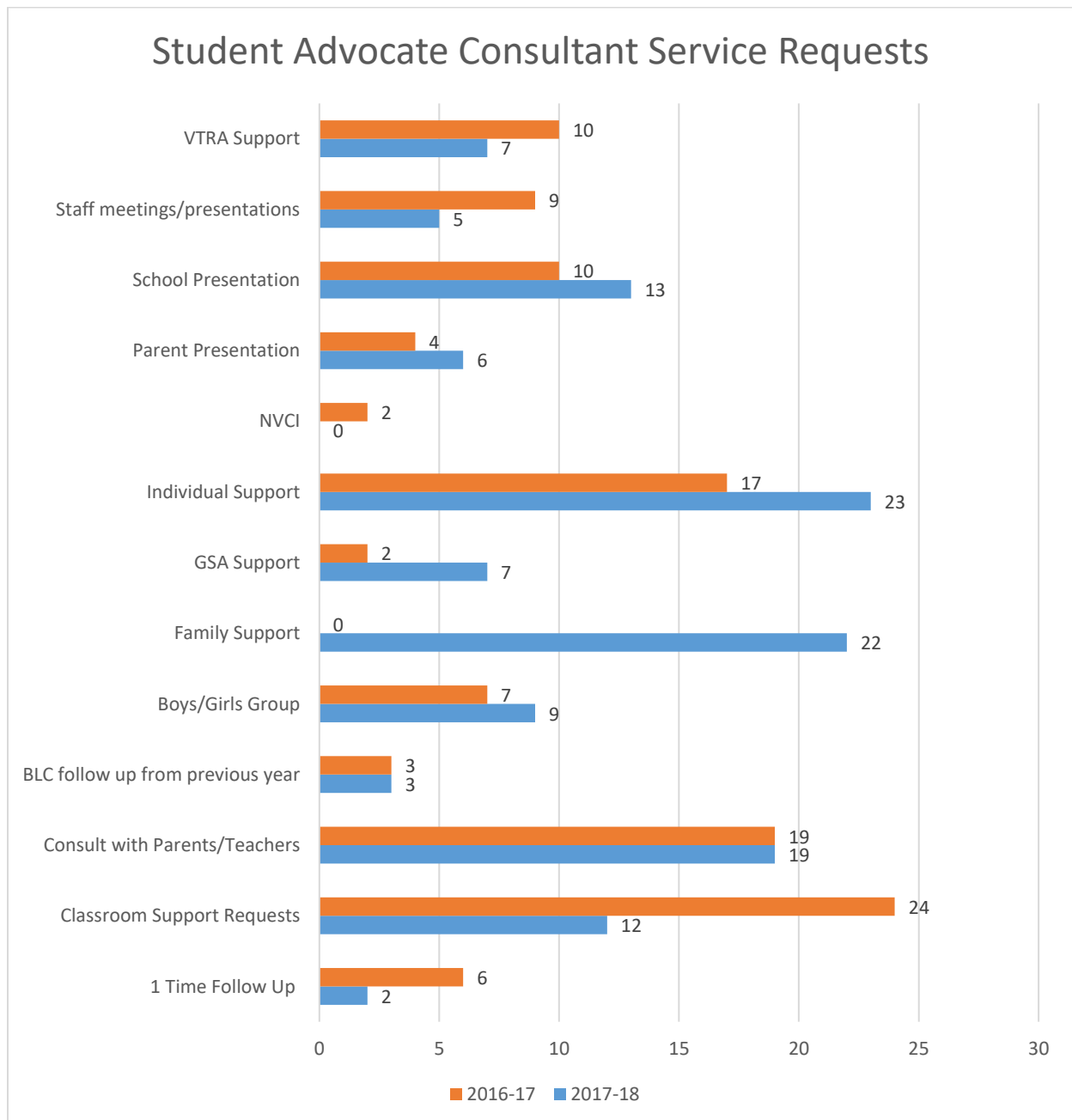
Service Provider	# of FTE	Referrals/Caseload
Psychologist	4	120
Speech/Language Pathologist	6	217
Family Support Worker (South)	1	18
Student Advocate Consultants	3	121
Student Support Consultants	4	<i>See Description Below</i>
Learning Consultants	4.1	<i>See Description Below</i>

Psychologists provide consultation and assessment for students demonstrating learning and/or behavioral challenges.

Speech and Language Pathologists (SLPs) provide consultation, assessment and treatment for students demonstrating speech and/or language challenges.

Family Support Worker (south) provides support and advocacy for families who may otherwise be referred to social services. The work is intense and often occurs outside of regular working hours. The position is partially funded by the Ministry of Social Services (approximately 90% is funded by Prairie South).

Student Advocate Consultants (MJ based) provided a range of responses to the 113 requests for service including:



Student Support Consultants and **Learning Consultants** work with classroom teachers and teams on an informal request basis thus the numbers are not tracked in the same fashion.

The **Student Support Consultants** worked closely with the counsellors and the Coordinator of Learning Teams in the implementation of the Behavior Learning Cycle.

The **Learning Consultants** provided support for the implementation of Students Achieve and outcomes based reporting on an as requested basis. In addition they provided in-service and support for reading and writing achievement and responded to individual requests for support in planning, implementing and assessing in a variety of grades and subject areas. Support for FNM initiatives, early learning classrooms and newcomers were also delivered through this group.

Human Resource Initiatives

Atrieve Implementation

During our second phase of PowerSchool Atrieve implementation, the Human Resource/Payroll department implemented the Staffing Notifications module.

BCL Consulting

In May 2017, Prairie South Schools entered into a service agreement with BCL Consulting Group Inc. The consultants do a historical review of our WCB history of claims for possible savings. The service is provided on a contingency basis in accordance with the following sliding scale:

- ✓ 50% of the first \$50,000 of actual, total savings identified/realized;
- ✓ 40% of the second \$50,000; and
- ✓ 35% thereafter.

During the 2017-18 year, BCL was successful in achieving \$45,287.62 in cost relief. As a result, our premium surcharge is reduced by the equivalent amount.

Safety Management System

Prairie South Schools was identified as a 'priority employer' by the Occupational Health and Safety Division. We learned that our processes were not effective in reducing injury rates. With the support of WCB and OH&S, Prairie South worked to implement a health and safety program. In June 2018, we invited WCB to complete a Foundational Pillars Safety Management Assessment. We learned that while we have many of the components of a Safety Management System, we did not have them in a way that was easy for employees to access. WCB has committed to working with Prairie South Schools on a pilot project to assist us in developing a Safety Management System that will be effective for Prairie South Schools and the education sector. WCB provided us with a corrective action plan which included 29 tasks. All 29 tasks have been completed.

Manulife Absence Management Consultation Services Pilot Project

Prairie South Schools has partnered with Manulife in the delivery of a pilot project that will support non-teaching employees that are absent due to illness or non-work related injuries. The goal is to provide additional support to help employees return to work safely following a short term absence due to non-occupational illness or injury. It will improve our practices by initiating early involvement with employees, emphasizing a safe and timely return to work by working in partnership with employees, their attending physician and their supervisor/principal and focusing on ability, prevention and wellness. Set up occurred during the 2017/18 school year with implementation scheduled for September 1, 2018.

Appendix A: 2017-18 Total Absences (In Days)

	Teachers	Support Staff	Bus Drivers
Prairie South Directed			
Extra/Co-curricular Leave	386.7	14.9	0.0
Internship Seminar Leave	31.1	n/a	n/a
Meetings/PD - Business & Operations	275.2	26.1	0.0
Meetings/PD - Learning	393.2	27.8	0.0
Meetings/PD - School Operations	251.6	9.3	0.0
Professional Development (School Determined)	343.8	106.5	n/a
	1681.5	184.6	0.0
Collective Agreement/Legislated			
Compassionate Care Leave	108.7	68.8	10.0
Compassionate/Bereavement Leave	129.3	162.7	26.5
Competition Leave	2.0	0.0	2.0
Convocation Leave	32.7	9.5	1.5
Court/Jury	0.9	0.6	0.0
Earned Day Off - CUPE (Article 17.04)	n/a	57.9	n/a
Education Leave	9.4	n/a	n/a
Emergency/Hazardous/Acts of God Leave	29.2	35.5	n/a
Executive/Community Service Leave	24.2	0.0	0.0
Leave Without Pay	98.8	315.9	549.5
Noon Supervision & Recognition of Service Leave	812.2	60.6	0.0
Parenting/Caregiver Leave	n/a	216.2	11.5
Parenting/Adoption Leave	12.0	0.0	0.0
Prep Time Leave	1315.3	n/a	n/a
Pressing Leave	237.6	179.5	45.5
PSTA or CUPE Leave	12.9	160.2	n/a
Secondment	9.7	n/a	n/a
STF Business	34.7	n/a	n/a
Time In Lieu	n/a	44.3	n/a
	2869.5	1311.7	646.5
Illness Leave (paid and unpaid)	3306.9	2663.0	559.0
Medical & Dental Leave	887.0	545.8	186.5

Note: Long Term Disability/Income Continuance Plan, Workers' Compensation and Vacation Leave are not included

AGENDA ITEM

Meeting Date:	08 January 2019	Agenda Item #:	04.5
Topic:	Local Independent Negotiation Committee (LINC) Agreement		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Prairie South teachers and the Prairie South Board of Education negotiate a local agreement that includes benefits for teachers in addition to the benefits they have under the provincial collective agreement.
Current Status:	<p>Prairie South teachers are covered under the current LINC agreement until a new one is ratified. The current agreement has expired. A tentative agreement was reached with the PSTA in 2015, however that agreement was not ratified by the PSTA membership. A subsequent tentative agreement was reached through LINC negotiations on June 13th, 2018. During the fall of 2018, the PSTA conducted information sessions for teachers related to the tentative agreement, and in December the PSTA membership ratified the tentative agreement.</p> <p>In order for the agreement to come into force, it must be ratified by the Board of Education.</p>
Pros and Cons:	
Financial Implications:	Funding for LINC is based on historical LINC agreements, and varies widely among school divisions in Saskatchewan. The tentative agreement is financially neutral when compared to the previous LINC agreement.
Governance/Policy Implications:	<p>Mandates for collective bargaining are set by the Board of Education. LINC negotiations are interest-based in nature, so the mandate consists of the interests of the school division. The following interests were pursued during the negotiation process:</p> <ul style="list-style-type: none"> • Fiscal restraint • Equity for Prairie South teachers • Enhanced outcomes for Prairie South students
Legal Implications:	

Communications:	Upon ratification of any new agreement, that agreement would become a public document, available to staff and the public on the Prairie South website.

Prepared By:	Date:	Attachments:
Tony Baldwin	January 8, 2019	• Tentative LINC Agreement

Recommendation:

That the Board ratify the LINC Agreement with a term from the date of signing to July 31, 2021, and direct the members of the negotiating team to sign the agreement on behalf of the Board of Education.

Local Collective Bargaining Agreement

BETWEEN

**The Board of Education of the Prairie South School Division No. 210 of
Saskatchewan
hereinafter called "The Employer,"**

AND

**The Teachers of the Prairie South School Division No. 210 of Saskatchewan under
provision of Section 231 of The Education Act 1995, hereinafter called "The
Teachers."**



August 1, 2018 to July 31, 2021

TENTATIVE

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PREAMBLE

In consideration of harmonious relations of employment, the parties to this Agreement acknowledge the following with respect to the collective bargaining process:

Pursuant to Section 232 (2) (a) of The Education Act, 1995, and unless otherwise amended, for each and every collective bargaining agreement between the parties, bargaining collectively shall occur with respect to the following matters:

- sabbatical leave for teachers;
- education leave for teachers;
- salaries for substitute teachers;
- the duration of the local agreement;
- pay periods for teachers; and
- special allowances for teachers.

Pursuant to Section 232 (2) (b) of The Education Act, 1995, and unless otherwise amended, both parties of the bargaining committee may jointly agree to bargain collectively with respect to matters other than those mentioned in (1).

Pursuant to Section 232 (4) of The Education Act, 1995, and unless otherwise amended, a collective bargaining agreement between the parties shall not "contain terms regulating the selection of teachers, the courses of study, the program of studies, or the professional methods and techniques employed by a teacher."

Section 1: Term of Agreement

- 1.1 This Agreement negotiated in accordance with *The Education Act, 1995*, shall be effective from August 1, 2018 to July 31, 2021, and shall remain in effect until replaced or revised.
- 1.2 This agreement replaces the contract dated August 18, 2012 – August 18, 2013.

Section 2: Emergent Issues Committee

2.1 Committee Mandate

The purpose of the Emergent Issues Committee shall be to discuss any emerging issues and/or local collective agreement clarification and interpretation in order to clarify the contract or in order to resolve potential misunderstandings.

2.2 Committee Composition

The Emergent Issues Committee shall consist of the Employer and Prairie South Teachers' Association (PSTA) members:

Director
Manager of Human Resources
LINC chairperson
PSTA president
Board Trustee
two other LINC members

2.3 Meetings

The committee shall meet as necessary.

2.4 Meeting Protocol

Protocol will follow The Report of the Joint Committee on Good Practices and Dispute Resolution.

Section 3: Teacher Workload and Wellness

3.1 Workload and Wellness Fund

To fund the initiatives established by the Workload, Worklife, Wellness committee, the Employer shall contribute \$10,000 each year to a Workload/Worklife/Wellness fund. The fund shall be administered by the PSTA.

3.2 Counselling Services

The Employer shall contribute \$10,000 each year to the PSTA for the purposes of counselling services.

Section 4: Negotiation & Professional Leave

4.1 Local Bargaining Committee

- 4.1.1 Members of the teachers' local bargaining committee, to a maximum of ten (10) teachers of the PSTA, shall suffer no loss of salary for required absence from their regular teaching duties for the purpose of participating in negotiations, mediation, conciliation, and arbitration proceedings which pertain to local negotiations with Prairie South School Division No. 210.
- 4.1.2 There shall be a mutual understanding between PSTA and Employer representatives that LINC duties shall be divided between school and non-school time.
- 4.1.3 The Employer shall be responsible for substitute teacher costs. PSTA shall be responsible for meals.

4.2 Local Association Professional Leave

- 4.2.1 In consideration of the demographics of the school division and in mutual recognition of the value of positive working relationships, the Employer shall provide an annual grant to the Prairie South Teachers' Association in the amount of \$10,000 payable by September 30.

4.2.2 Local Association President

- 4.2.2.1 The president of the PSTA shall be granted release time to conduct the business of the local association.
- 4.2.2.2 The percentage of president release for the coming year shall be determined by the PSTA Executive and communicated to the Manager of Human Resources no later than May 15.
- 4.2.2.3 The PSTA shall reimburse the Employer, in monthly installments, the salary for the percentage of the president's release time according to the salary rate of the Provincial Collective Bargaining Agreement.

4.2.3 Local Association Officers

- 4.2.3.1 The PSTA shall be granted up to forty (40) days paid leave per school year to carry out the business pertaining to the PSTA. Authorization for such days shall be made by the PSTA President or designate.
- 4.2.3.2 These days shall be shared among the officers as determined by the PSTA Executive.
- 4.2.3.3 The PSTA will reimburse the Employer on a monthly basis actual substitute teachers' salary for leave days.
- 4.2.3.4 STF councillors shall receive two (2) paid days in lieu of time spent on councillor duties. These STF Councillors' Earned Days Off (EDO) shall not be considered *in*

addition to the maximum three (3) EDOs that may be earned in any one school year as per Section 12. STF Councillor EDOs are not eligible for carry-over to the following year. For unused STF Councillor EDOs, a councillor shall be paid out by the PSTA in the amount of actual current rate of substitute teacher salary.

Section 5: Pay Periods

- 5.1 Teachers shall be paid over a ten-month (10) period. Teachers on continuing contracts shall have the option of being paid in twelve (12) monthly payments by notifying Payroll with written notice by June 15 prior to the beginning of the upcoming school year. The option shall remain in effect for the subsequent school year(s) unless written notification of change is provided by June 15 prior to the upcoming school year.
- 5.1 Teachers shall be paid their monthly salary by the 25th of the month or the last working day prior to the 25th, via direct deposit to the financial institution of their choice.
- 5.3 A teacher leaving the division or taking a long-term leave shall be paid all salary owing on the last teaching day provided all required work has been completed.
- 5.4 Prairie South Teachers' Association annual fees shall be deducted in ten (10) equal payments as determined by the local association no later than June 1. For teachers employed less than full time, local association fees shall be paid according to the PSTA constitution/bylaws. Any changes to this amount shall require thirty (30) days written notice by the PSTA to the Human Resources Department.
- 5.5 The EI rebate shall be paid to each teacher on a monthly basis.

Section 6: Pay Advance: New Teachers

A teacher new to the Prairie South School Division may request, upon signing the contract, an early payment of 25% of the first month's salary, to be paid to the teacher within ten (10) working days of the first date of employment.

Section 7: Consultant & Coordinator Allowances

- 7.1 A teacher employed by the Employer and appointed to a position as a consultant shall be paid an allowance equal to ten per cent (10%) of maximum of Class VI on the current Provincial Collective Bargaining Agreement for teachers multiplied by the percentage of time assigned as a consultant.
- 7.2 A teacher employed by the Employer and appointed to a position as a coordinator shall be paid an allowance equal to fifteen per cent (15%) of maximum Class VI on the current Provincial Collective Bargaining Agreement for teachers multiplied by the percentage of time assigned as a coordinator.

7.3 Consultant/Coordinator Reimbursement Rate

7.3.1 Consultants/coordinators who must travel in the performance of their duties shall be paid at the current Board mileage rate. No mileage shall be paid for travel to the consultant's/coordinator's "home" office.

7.3.2 Consultants/coordinators traveling within the city of Moose Jaw and Assiniboia shall be reimbursed for mileage at the Board approved rates.

7.3.3 Consultants/coordinators traveling outside the city of Moose Jaw and Assiniboia shall be reimbursed for mileage at the current Board rate for actual kilometers traveled.

Section 8: Itinerant Teachers

8.1 Definition

An itinerant teacher is a teacher whose contract indicates he/she is assigned to more than one school as determined by the Employer.

8.2 Itinerant teachers traveling between schools shall be assigned a "home" school.

8.3 Itinerant Teachers' Reimbursement Rate

8.3.1 Itinerant teachers who must travel in the performance of their duties shall be paid at the current Board mileage rate. No mileage shall be paid for travel to the teacher's "home" school.

8.3.2 Itinerant teachers traveling within the city of Moose Jaw and Assiniboia shall be reimbursed for mileage at the Board approved rates

8.3.3 Itinerant teachers traveling outside the city of Moose Jaw and Assiniboia shall be reimbursed for mileage at the current Board rate for actual kilometers traveled.

8.4 Itinerant teachers are responsible for submitting their claims for travel reimbursement.

Section 9: Travel Reimbursement

9.1 When required by the Employer to travel in the performance of duties, teachers shall be reimbursed for expenses incurred. Examples of travel required by the Employer include attendance at a workshop, a visitation to another teacher's classroom, or attendance at administrators' meeting.

9.2 Payment shall be according to Board approved policy rates for mileage, meals and accommodations. Receipts are required for hotels.

Section 10: Vacancies

Notices of all administrative and teaching position vacancies shall be sent to the principal and staff of each school in addition to public posting.

Section 11: Substitute Teachers

- 11.1 A substitute teacher shall be paid 1/197 (number of days designated by the Ministry of Education to constitute a school year) of the minimum Class IV of the Provincial Teachers Agreement.
 - 11.1.1 Retroactive pay resulting from the Provincial Collective Bargaining Agreement negotiations will not be calculated on substitute pay.
- 11.2 After substituting for five (5) continuous/uninterrupted days for the same teacher in the same position, the substitute teacher, upon the sixth and pursuant days, shall be paid salary according to their classification and experience. Holiday or professional development day does not constitute a break in continuous days.
- 11.3 Substitute teachers shall be paid for the proportion of the day worked according to the school's schedule with a minimum of 0.4 and a maximum of 1.0.
- 11.4 Part time teachers may substitute in the same school for less than 0.4.
- 11.5 A substitute teacher shall be paid no later than the 10th day of the month following a month in which they provided substitute service. The first substitute pay date in each new school year will be no later than October 10.

Section 12: Earned Days Off

- 12.1 Teachers may accumulate Earned Days Off (EDOs) for volunteering to do extra-curricular supervision and/or noon supervision.
- 12.2 Definitions
 - 12.2.1 Extra-curricular Supervision

Extra-curricular supervision shall be defined as the voluntary time spent supervising a principal-approved extra-curricular activity with students outside of regular school hours. Extra-curricular time shall be tracked in hours.
 - 12.2.2 Noon Supervision

The Employer recognizes that every teacher is entitled to a work-free lunch time. Noon supervision shall be defined as the voluntary time spent supervising students over the period designated as lunch. Noon supervision time shall be tracked in minutes and converted to hours for the purpose of recognition.

12.3 Entitlement

Extra-Curricular Supervision	Noon Supervision
<ul style="list-style-type: none">• 25 hours of service - ½ day EDO• 50 hours of service - 1 day EDO• 75 hours of service - 1 ½ days EDO• 100 hours of service - 2 days EDO• 125 hours of service - 2 ½ days EDO• 150 hours of service - 3 days EDO• 250 hours of service - 4 days EDO <p>Teachers must meet each threshold identified above.</p> <p><i>Payment Option:</i> For unused EDOs, or EDOs not carried over, a teacher shall be reimbursed according to the current rate of substitute teacher salary.</p>	<ul style="list-style-type: none">• 9 hours of service - ½ day EDO• 18 hours of service - 1 day EDO• 27 hours of service - 1 ½ days EDO• 36 hours of service - 2 days EDO• 45 hours of service - 2 ½ days EDO• 54 hours of service - 3 days EDO <p><i>Payment Option:</i> Hours not converted to EDOs will be paid out at the rate of \$18.87 (2016-2017) per hour with an annual adjustment based on the corresponding percentage adjustment of the provincial teachers' salary grid.</p>

12.4 Entitlement for Days Away from the Classroom

A maximum of three (3) days may be earned as time away from the classroom for supervising students at noon or during extra-curricular activities, or a combination of both.

12.5 Carry Forward

A maximum of two (2) unused EDOs may be carried forward to the following year. EDOs must be carried forward in half day or full day increments. There shall be no carry forward of hours.

12.6 Usage of EDOs

A maximum of five (5) EDOs may be used in any one school year.

A teacher must earn all EDOs prior to using them. In special circumstances a principal may approve one (1) EDO before it is fully earned and the Manager of Human Resources may approve a second EDO before it is fully earned. If by June 10 of the current year the EDO is not earned the teacher shall forfeit the teacher's per diem salary, unless special approval has been granted by the principal based on completion of hours no later than June 30 of the current school year.

Part-time Teachers

Part-time teachers who use EDOs do so pro-rated to their contracts.

Recognition for part-time teachers shall be applied as follows:

- A 20% teacher who has earned three (3) days takes 3 days @ 20% which equals .6 from the bank of 3 days. 2.4 days remain in the bank for payout.
- A 50% teacher working half days who has earned three (3) days takes 3 days @ 50% which equals 1.5 from the bank of 3 days. 1.5 days remain in the bank for payout. The 1.5 days may be paid out or carried forward.
- A 50% teacher working full days every second day who has earned three (3) days takes 3 days at 100% which equals 3 days from the bank of 3 days. 0 days remain in the bank for payout.

Temporary or Replacement Teachers

Teachers on temporary or replacement contracts who earn EDOs shall use them prior to the conclusion of their contract or be paid out.

Section 13: Compassionate Leave

13.1 Definition

For the purpose of this Agreement, immediate family is defined as a teacher's spouse or common law partner of either sex, child, father, mother, brother, sister, grandparent, or grandchild of a teacher or of a teacher's partner. It also includes the partner of a teacher's child, grandchild, brother, or sister.

13.2 Compassionate Care

13.2.1 In the event of each serious illness/injury within a teacher's immediate family, the teacher shall be granted compassionate leave with pay, to a maximum of five (5) school calendar days in a school year.

13.2.2 The Manager of Human Resources may grant a maximum of three (3) additional days.

13.3 Bereavement

13.3.1 A teacher shall be granted leave with pay for a period not to exceed five (5) school calendar days in the event of a death of each member of a teacher's immediate family or the immediate family of a teacher's partner.

13.3.2 The Manager of Human Resources may grant a maximum of three (3) additional days.

13.3.3 The Manager of Human Resources may grant compassionate leave in instances other than the immediate family.

13.3.4 Up to a full day with pay shall be granted without loss of salary to act in an official capacity at a funeral. Official capacity would include being a pallbearer or eulogist.

13.4 Family Responsibilities

13.4.1 A teacher may be granted leave without pay to deal with family responsibilities.

13.4.2 The length of time shall be mutually agreed upon between the teacher and the Manager of Human Resources.

Section 14: Pressing Leave

14.1 Pressing Leave

14.1.1 Teachers with continuous contracts or replacement contracts shall be granted days not to exceed two (2) days with pay within any one (1) school year to attend to:

- pressing matters;
- significant family events; or
- emergencies which are beyond the control of the individual.

14.2 Pressing leave may be private and confidential.

14.3 Teacher requests can be made to the principal who may confirm the leave or consult with the Manager of Human Resources, or in extenuating circumstances, teacher requests can be made directly to the Manager of Human Resources.

14.4 Teachers on temporary contracts employed for a period of greater than three (3) months may be granted pressing leave at the discretion of the Manager of Human Resources.

14.5 Part-time teachers' leave under this section shall be pro-rated according to their percentage of employment.

14.6 Pressing leave shall not be used for recreational purposes.

14.7 Pressing leave shall not normally be used for scheduled events.

14.8 Pressing leave days shall not be paid out or carried over to the following year.

14.9 In the event a teacher does not wish to provide a reason for a pressing day's leave, one (1) day may be taken at the cost of the current rate of substitute teacher salary with such cost deducted from the teacher's salary.

Section 15: Maternity, Parenting & Adoption Leave

15.1 A teacher shall be granted maternity leave, parenting leave, and adoption leave in accordance with *The Saskatchewan Employment Act* and the Provincial Collective Bargaining Agreement.

However, the teacher shall qualify for leave-without-pay as specified in *The Saskatchewan Employment Act*.

15.2 Parenting/Adoption Leave

15.2.1 Leave of up to two (2) days with pay shall be granted to a parent at the birth of or adoption of his/her child.

15.2.2 Leave of up to two (2) days with pay shall be granted to a non-birthing parent for the birth of his/her child.

15.2.3 In extenuating circumstances, the Manager of Human Resources may grant birth/parenting/adoption leave in excess of two (2) days with pay.

Section 16: Graduation & Convocation Leave

16.1 A teacher shall be granted leave with pay for one (1) day to attend the high school graduation of their child or partner's child.

16.2 A teacher shall be granted leave with pay for one (1) day to attend one of: convocation, graduation, or awarding of completion certificate of self, partner, child, or parent from a post-secondary institution.

16.3 A teacher shall be granted leave with pay for one (1) day for defense of the teacher's thesis or dissertation.

Section 17: Special Leaves

17.1 Teachers Holding Executive Positions

17.1.1 A teacher shall be granted leave with pay for a period of up to three (3) teaching days per school year in order to attend a provincial, national, or international meeting or conference in which said teacher holds a current executive position.

17.1.2 Upon request the Manager of Human Resources may approve up to two (2) additional days of leave with pay.

17.2 Teachers and Competitions

17.2.1 A teacher may be granted leave with pay for a period up to two (2) days per school year in order to attend a provincial, national, or international championship event in which a teacher actively competes and has earned the right to compete at the event. This clause refers to participation in high level competitions rather than recreational/invitational championships.

17.2.2 There may be exceptional circumstances where the Manager of Human Resources may approve two (2) additional days of leave with pay to a teacher to compete in a provincial,

national, or international championship event where the teacher has earned the right to compete at this level.

17.2.3 The leave shall be without pay where the teacher involved is paid for participating in the event.

17.3 Emergencies Beyond the Control of the Individual

17.3.1 A teacher shall be granted leave with full salary up to a maximum of two (2) days in any school year for absences from work for emergencies beyond the control of the individual. These emergencies may result from a disaster, fire, flood, or snowstorm. When these two days are exhausted Pressing Leave may be used.

17.3.2 Upon request, the Manager of Human Resources may grant additional days with or without pay.

17.4 Sabbatical Leave

A sabbatical leave shall be deemed leave without pay as per Section 19.

Section 18: Leave of Absence Without Pay

18.1 The Manager of Human Resources may grant leave of absence without pay for a period of four (4) days to fourteen (14) months.

18.2 For leaves greater than one (1) month a teacher shall make application four (4) months prior to the commencement of the leave.

18.3 The principal may grant one (1) day leave to be taken at the cost of the current rate of substitute teacher salary with such cost deducted from the teacher's salary.

18.4 The principal may grant up to two (2) days leave without pay per school year to a teacher at their current rate of pay.

Section 19: Education Leave & Tuition Reimbursement

19.1 Funding

19.1.1 The Employer shall make budget provision for the granting of education leaves and tuition reimbursement to a maximum Class VI salary.

19.1.2 In the event there are other initiatives that provide education funding (i.e. government funding, Recruitment and Retention funding), those dollars shall be in addition to the maximum Class VI salary.

19.1.3 Remaining funds shall be carried forward to the following school year.

19.2 Education Leave and Advisory Committee (ELAC) and Application Procedure

19.2.1 A Selection Committee for education leaves and tuition reimbursement shall be composed of the following members:

- the Manager of Human Resources
- the PSTA president
- two (2) teachers appointed by the PSTA Executive

19.2.2 Applications for tuition reimbursement shall be submitted to the Education Leave Advisory Committee (ELAC) by March 1, June 1, or October 1.

19.2.3 Applications will be considered as per the guiding principles of ELAC.

19.3 Education Leaves

19.3.1 Preamble

The Employer and the teachers recognize the value of education leave and mutually agree to promote its utilization.

19.3.2 Definition

An education leave is a period of time during which a teacher undertakes a program of study to meet a need in the school division.

19.3.3 Terms of Leaves

Where leave is granted under this section, the teacher and the Manager of Human Resources shall execute a written agreement incorporating the appropriate terms and conditions stated herein.

19.3.3.2 Short-Term Leave

A short-term leave shall consist of six (6) months or less. Reasons for a short-term leave may include the following:

- taking classes,
- conducting research,
- acquiring information through visiting other school systems,
- attending education conferences,
- contributing to the professional growth of a teacher, or
- other purposes related to the welfare of the school system.

19.3.3.3 Long-Term Leave

A long-term leave shall be greater than six (6) months, to a maximum of fourteen (14) months.

19.3.4 Eligibility

To be eligible to apply for a short-term or long-term education leave,

- the teacher must be employed under a continuing full-time or part-time contract of employment and have been employed by the Employer for a minimum of three (3) years; or
- the teacher may qualify with less than three (3) years of service at the discretion of the Manager of Human Resources; however,
- the teacher shall not qualify when teaching under temporary or replacement contracts.

19.3.5 Salary Awards

Salary during an education leave shall be 50%-75% of the maximum of the salary the teacher would have received by teaching during the period of the leave.

19.3.6 Applications

An application outlining the program of study to be undertaken shall be submitted to the selection committee (ELAC) no later than March 1 for leaves commencing in May, May 1 for leaves commencing in August or later and October 1 for leaves commencing in January.

19.3.7 Return Service Provisions

19.3.7.1 Immediately following the leave, the teacher shall provide the following return service to the Employer:

- one (1) year of return service for a short-term leave, or
- two (2) years of return service for a long-term leave.

19.3.7.2 Upon return to the school system, the teacher shall be placed in a position as determined by the school division administration after consultation with the teacher.

19.3.7.3 Should the teacher fail to successfully complete the program approved as a condition of the leave, the teacher shall undertake to refund the full amount of the payment made together with interest at the prime bank lending rate prevailing at the time the leave was granted. The refunding shall commence no later than one (1) year following the date of the teacher's return to the employ of the Employer. Should the teacher successfully complete the education requirements of the approved program during the first year of return service, no repayment of funds will be required. In the event of partial completion of the approved program, the Employer may waive in full or in part the repayment of funds paid under this section.

19.3.7.4 Should the teacher fail to complete the required return service, the teacher shall refund the full amount of the payments made, with interest at the prime bank

lending rate prevailing at the time the leave was granted. In the event there is partial compliance regarding return service, the amount of the refund shall be determined pro-rata.

- 19.3.7.5 Subject to 19.4.7.3 and 19.4.7.4, the Employer may waive compliance by the teacher in whole or in part.
- 19.3.7.6 Should the teacher die or be disabled to a degree that would render the teacher unable to return to teaching duties while on leave under this section or during the period of return service, there shall be no liability on any person or estate for refund of payments outstanding.
- 19.3.7.7 Leave of absence under this section shall not be credited as experience for incremental purpose on the teacher's return to the system nor shall it constitute a break in tenure unless the leave was initiated by the Employer.
- 19.3.7.8 If the teacher's contract is terminated by the Employer before the full return service is completed, the teacher shall be exonerated from these financial obligations as outlined above.
- 19.3.7.9 Should the teacher be declared redundant at any date following the granting of the leave and before the completion of the return service, there shall be no obligation for the teacher to refund any portion of the grant that would otherwise be refundable.

19.4 Tuition Reimbursement

- 19.4.1 Upon application teachers may be reimbursed for tuition for post-secondary course from an accredited post-secondary institution.

19.4.2 Application

Application shall be made prior to the commencement of the course by March 1, June 1 or October 1. Applications will be considered as per the guiding principles of ELAC.

19.4.3 Eligibility

To be eligible to apply for tuition reimbursement the teacher must be employed under a continuing full-time or part-time contract of employment. Teachers under temporary or replacement contracts do not qualify.

19.4.4 Tuition Reimbursement

- 19.4.4.1 A teacher may be reimbursed for the full amount of tuition or as determined by ELAC.
- 19.4.4.2 Upon receipt of proof of registration, the Employer shall reimburse the approved amount.

- 19.4.4.3 A teacher receiving an award shall submit evidence of successful completion of the course within sixty (60) days of the end of the course. If such evidence is not received by the Manager of Human Resources, the teacher shall repay the amount received through a deduction from salary.

Section 20: School Determined Professional Development

20.1 Preamble

The Employer and the Teachers believe that professional development is necessary in order to improve teaching and learning. Professional development includes a variety of experiences which provide an opportunity for professional growth as well as an opportunity to be a part of an organizational vision.

- 20.2 By October 30 of every school year, the Employer shall make formula-based budgetary provision for School Determined Professional Development. This funding shall be allocated separately from school budgets and shall be administered collaboratively in each school. A Professional Development Committee shall be established in each school. With the exception of schools with staffs of fewer than three (3), the committee shall consist of one (1) principal plus a minimum of two (2) teachers.
- 20.3 Professional development opportunities may include conferences, professional exchanges, seminars, workshops, short courses, summer STF courses, webinars, school visits, and conventions.
- 20.4 All professional development expenses shall be reimbursed at current school division rates. This shall include mileage, hotels, parking, substitute teacher costs, and registration fees. Original receipts are required for hotels, parking, and registration.

Section 21: Preparation Time

21.1 Principles

The Prairie South School Division maintains its commitment to the curricular program through provisions of preparation time for teachers. This time is based on three (3) foundational principles:

- provision shall be equitable (just and fair);
- provision shall enhance the teachers' capacities to meet the needs of students; and
- provision shall enhance the school's capacity to be a learning community.

21.2 Definition

Preparation time is unassigned time (other than recess and lunch period) within the school day. The use of preparation time is determined by the teacher.

21.3 Allocation of Preparation Time

21.3.1 10% Preparation Time Within the School Timetable

10% preparation time shall be allocated to schools based on full time teaching equivalents.

The assignment of preparation time to individual teachers may be less than 10% in schools where administration in consultation with *all* staff, determines creative and practical ways to meet the needs of their teachers and school.

21.3.2 Common and Discretionary Preparation Time

21.3.2.1 There shall be five (5) common non-student preparation days scheduled by the Employer and the Calendar Committee.

There shall be four (4) preparation days to be scheduled at the teacher's discretion, as per the Guiding Principles (21.3.2.2). A substitute teacher shall be provided for each day.

21.3.2.2 Guiding Principles

- All preparation time is pro-rated according to the teacher's contract assignment, including principals with teaching assignments.
- Full-day preparation time is recommended wherever possible.
- Preparation days may be utilized in half-day increments but must be taken in an equal number of mornings and afternoons.
- Permission must be granted by the principal to utilize two or more preparation days consecutively.
- Teachers are expected to be at work during preparation days. Out-of-building preparation time must be approved by the principal.
- Preparation days shall not be taken in conjunction with EDO days.
- Preparation days shall be taken on student-contact days.
- Preparation days must be used by June 30 and will not be carried forward to the next year; nor will they be paid out if not used.

Section 22: Early Notice of Retirement

22.1 Teachers who have a minimum of ten (10) years of immediate prior continuous service with the Prairie South School Division who provide early notice of retirement, shall be granted an incentive of \$6000.

22.2 The incentive shall be pro-rated to the percentage of contract at the time of application and is subject to the following conditions:

22.2.1 Superannuation at June 30

- By January 15 of the applicable school year, the teacher must indicate, in writing, to the Manager of Human Resources, intent to retire on June 30 of the current school year.
- The teacher must meet eligibility requirements to superannuate.
- The teacher may choose the option to receive a cash payment (taxable) or a transfer to RRSP or annuity plans (tax deferred), if applicable.

22.2.2 Superannuation at end of Semester One

- By May 1 of the current school year, the teacher must indicate, in writing, to the Manager of Human Resources, intent to retire at the end of semester one of the following school year.
- The teacher must meet their first eligibility date of superannuation after June 30 of the current school year and by January 31 of the following school year.
- The teacher may choose the option to receive a cash payment (taxable) or a transfer to RRSP or annuity plans (tax deferred), if applicable.

22.3 Continuous service with the Employer shall include:

- secondment;
- maternity, adoption, or parenting leave;
- income continuance; or
- deferred salary leave (for the year of the leave).

22.4 Continuous service with the Employer shall not include leave of absence without pay.

Section 23: Deferred Salary Leave Plan

23.1 Definition

The Deferred Salary Leave Plan (DSLP) shall enable a member of Prairie South Teachers Association to schedule and finance a one-year leave of absence. The one-year leave of absence shall be taken with pay provided for by deferring a percentage of salary for a specified number of preceding years.

23.1.1 Eligibility

The DSLP shall be available for teachers employed in Prairie South School Division on permanent contracts.

23.1.2 Restrictions

The DSLP shall be restricted to a one (1) year leave of absence called the “leave period.” Salary (not including allowances) shall be set aside in each of the preceding three (3), four (4), or five (5) years called the “deferral period.” The participant shall choose one of the three available deferral periods.

23.1.3 Leave Period

The leave period shall be one (1) school year, from the commencement of school in August or September to June of the following calendar year.

23.1.4 Deferral Period

The deferral period of three (3), four (4), or five (5) years shall be each of the three (3), four (4), or five (5) school years preceding the leave period.

23.1.5 Applications

Applications must be completed by the teacher prior to February 1 preceding the school year in which the deferral period is to begin. Applicants shall be notified within 45 days of receipt of their application as to whether or not their application has been approved.

23.1.6 Application Approval

When the application is approved, the teacher shall be required to sign a deferred salary contract supplied by the Employer. The deferred salary contract must be completed prior to June 1 of the school year preceding the first year of the deferral period.

23.1.7 Withdrawal from Plan

A teacher shall be required to take the planned leave of absence if they have not withdrawn from the plan prior to March 1 of the school year preceding the leave period.

23.1.8 Federal Regulations

The DSLP is subject to the changes to the regulations of Canada Revenue Agency and The Income Tax Act.

Should a discrepancy arise between this plan and The Income Tax Act, the Act shall prevail. The position shall be at the discretion of the Manager of Human Resources.

23.2 Terms and Conditions: *Please contact Human Resources.*

Section 24: Dispute Resolution & Grievance Procedures

24.1 Purpose

The purpose of the dispute resolution and grievance procedure is to deal with any questions regarding the interpretation, application, or alleged violation of any section or subsection of this agreement. It is believed that the best way to handle such disputes or grievance is to encourage a focus on problem resolution through engagement in open communication of the parties involved.

24.2 Disputes Between a Teacher and the Employer

Informal

Step 1: The teacher involved shall first attempt resolution by seeking information and clarification from those individuals who are most likely able to provide such information and clarification. This may include, but is not limited to, a LINC representative, the LINC Chairperson, the PSTA president, the Manager of Human Resources, and the Director.

Step 2: If, after such discussions a dispute still exists, the teacher(s) involved shall refer the dispute to the LINC Chairperson and shall seek resolution by using (a) or (b) below:

- a) The LINC Chairperson receives the complaint, gathers information, and makes known his/her interpretation to the individual(s) involved.
- b) The LINC Chairperson follows the process outlined in (a) but meets face to face with the individual(s) involved before making a final interpretation regarding the dispute.

In each of (a) and (b), the LINC Chairperson shall have fifteen (15) calendar days to make known their interpretations of the dispute.

Formal

Step 1: If a dispute still exists, the dispute now becomes a formal grievance and shall be written by the individual(s) involved setting forth:

- a) the section(s) of the agreement infringed upon or claimed to have been violated
- b) the nature of the grievance and the circumstances out of which it arose; and
- c) the resolution being sought.

The written grievance shall be submitted to the Manager of Human Resource within ninety (90) days of the individual(s) having access to the information that would make them aware of the alleged act causing the grievance. The Manager of Human Resources shall gather information as appropriate and shall make known his/her decision to the aggrieved within fifteen (15) days of receipt of the grievance.

Step 2: If the aggrieved is still dissatisfied, the individual may within fifteen (15) days submit the grievance to arbitration as provided for in *The Education Act, 1995 (Sections 261-263)*.

Step 3: Arbitration

- 24.3 In the event the initiator of the grievance fails to follow the procedure and the time limits established in this section, the grievance shall be deemed to be abandoned.
- 24.4 Where the recipient of the grievance fails to respond within the time limits prescribed, the grievance shall proceed to the next step.

**Dated this _____ day of _____, 2018
at the city of Moose Jaw, in the province of Saskatchewan.**

**On behalf of the Prairie South Teachers'
Association**

**On behalf of the Prairie South School Division
No 210**

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.6
Topic:	Disposal of Records		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Board Policy is that records be retained for the duration specified in the Saskatchewan Learning Records Retention and Disposal Schedule. They are to be retained and disposed of in accordance with the directives of the Education Act 1995, The Local Government Election Act and The Archives Act. The Local Authority and Freedom of Information and Protection of Privacy Act also requires that we not keep records with personal information any longer than the purpose for which the information was collected. The Acts require that the Board approve the disposal of public records. They do not give instruction on non-public records. This Board has chosen to approve the disposal of all records.

Current Status:

A listing of records that are past or at their time for disposal according to the Records Retention and Disposal Schedule follows. The record of disposal of records, i.e. this list, is a permanent record that must be retained permanently. These records contain personal information and will not be offered to Saskatchewan Archives.

Student CUM files -Birth year 1993, retain until student turns 25

Learning Student files - Birth Year 1993, retain until student turns 25

CUPE and Out of Scope job postings – 2013-14, retain 3 years.

Inactive personnel files – files for staff who ceased employment in 2011 or earlier, retain for 7 years after end of employment.

We require Board approval for the disposal.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	December 24, 2018	

Recommendation:

That the Board approve the disposal of records listed above which are at or past their retention by shredding.

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.7
Topic:	Annual Bursary Fund Directorship Appointments		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Directorships for the Moose Jaw School District No. 1 Bursary Fund Inc. are appointed by the Board of Education on an annual basis. The fund is a separate legal entity established by the Moose Jaw School Division No.1 to collect and invest money donated to provide scholarships to deserving students. The Board of Education is the sole member of the fund and as such has the duty to appoint directors. The appointments to the board are done annually and the recommended appointments below would be for the calendar year 2019.

The Bursary Fund has registered the business name of Prairie South Schools Bursary Fund so the fund can be seen as more than just a City of Moose Jaw fund. The dollars held in trust by the school division for scholarships have been transferred to the Bursary Fund and invested in GIC's. This should improve the return earned by the transferred funds. It is important to understand that the transfer of funds does not change anything for any individual scholarship except where the money is housed and accounted for and the return it earns.

Current Status:

The following people served as board members fo 2018: Greg Veillard, John Livingston, Darleen Stewart, George Patterson, Claude Duke, Pam Ludwar, Al Kessler, Mary Jukes and Ron Purdy.

All current Bursary Fund board members except Darleen Stewart have agreed to continue to serve on the board.

The Prairie South Board needs to appoint the Bursary Fund Board. It will need to be retroactive to January 1, 2019.

The Bursary Fund does not pay mileage or expenses for travel to meetings.

Pros and Cons:

Financial Implications: There are no financial implications for the Board.

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	December 2, 2018	n/a

Recommendation:

That the Board appoint the following people as directors of the Moose Jaw School District No. 1 Bursary Fund Inc. for the year 2019 and that the appointments be retroactive to January 1, 2019:

Greg Veillard, John Livingston, George Patterson, Claude Duke, Pam Ludwar, Ron Purdy, Mary Jukes and Al Kessler.

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.8
Topic:			
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Kincaid's Grade 5-12 ski trip to Hidden Valley Ski Resort on January 18, 2019

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Dec. 11, 2018	Out-of-Province Excursion

Recommendation:

That the Board approve Kincaid's Grade 5-12 ski trip to Hidden Valley Ski Resort on January 18, 2019.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Paul Promhouse	School: Kincaid
Type of Activity: <input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity _____	
Grade Level: 5-12	Number of Students: 40-45
Destination: Hidden Valley Ski Resort	Trip Date: Jan. 18/19
Number of School Days (Partial/Full): Non-Instructional Friday	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: Chartered Bus <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): One Vehical: To Be Determined	
Number of Teachers, Parents, Chaperones:	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input checked="" type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity. <input checked="" type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
❖ Anticipated Budget : \$2000.00 - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources Both Student and Decentralized _____ ❖ Out of Pocket Cost per Participant \$100.00

SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS

D. LEARNING OBJECTIVES

see attached

E. LEARNING ACTIVITIES *(Outline prior training for outdoor education and high risk activities)*

a) Pre-Excursion Learning

see attached

b) Excursion Learning

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

see attached

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

Kincaid School Ski Trip

D. Learning Objectives:

Students will demonstrate the desire to participate in vigorous physical activities.

Students will demonstrate an understanding of how one's level of personal fitness is related to their overall well-being.

Students will display an understanding of the terminology, rules, safety concepts, mechanical principles and current developments that apply to outdoor pursuits.

Students will display increased self-confidence, self-sufficiency and individual initiative.

Students will develop an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons.

Students will develop an appreciation and respect for the natural environment.

Students will develop social skills that promote acceptable standards of behaviour and positive relationships with each other and the environment.

Students will develop the ability to identify and pursue a variety of fitness-related activities that complement selected outdoor pursuits.

Students will develop an appreciation of the role of outdoor pursuits in the achievement and maintenance of personal fitness.

Students will identify, assess and respond to physical hazards encountered in the natural environment.

Students will identify, assess and respond to physiological and psychological factors often associated with outdoor experiences.

Students will select appropriate personal and group gear for outdoor activities.

E. Learning Activities:

a). Pre-Excursion Learning

- ski hill safety (ie: identifying symbols which mark the degree of difficulty for each run)
- skier responsibilities (ie: do not stop abruptly in front of another skier)
- appropriate dress for the ski hill (ie: no long scarves or loose clothing items)
- basic instruction for using the various lifts.

b). Excursion Learning:

- mandatory lessons conducted by qualified instructors
- safety video and instruction provided by the ski hill
- demonstration and practice using the triple chair and t-bar
- skier's responsibilities on the ski hill

c). Post Excursion Learning:

- discussion of the importance of safety and mandatory lessons
- review of the need for appropriate dress
- reflection of progress made by skiers following a day of skiing

F. Schedule of Activities:

6:15- Meet at school

6:30- Depart

9:30- Arrive at ski hill
-mandatory lessons

4:30- Ski hill closes

5:30- depart Hill

7:30- Supper at Pizza Hut (Swift Current)

10:00- Arrive home

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.9
Topic:			
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Lafleche Central's Grade 5-12 ski trip to Hidden Valley Ski Resort, AB on January 18, 2019

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Dec. 18, 2018	Out-of-Province Excursion

Recommendation:

That the Board approve Lafleche Central's Grade 5-12 ski trip to Hidden Valley Ski Resort on January 18, 2019.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Crystal Bouffard	School: Lafleche Central School
Type of Activity: <input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity <u>Ski Trip</u>	
Grade Level: Gr. 5-12	Number of Students: 50
Destination: Elk Water (Hidden Valley, Alberta)	Trip Date: Friday, Jan. 18, 2019
Number of School Days (Partial/Full): Non-School Friday – Jan. 18, 2019	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: Chartered Bus _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: 5-10	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input checked="" type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity. <input type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
❖ Anticipated Budget _____ - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources: Hot Noon Meals to off set cost _____ ❖ Out of Pocket Cost per Participant _____ \$80 (ski lesson, equipment, helmet, supper, travel)

SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS

D. LEARNING OBJECTIVES

- building healthy relationships
- moderate to vigorous movement activity
- improve muscular endurance and flexibility
- use of complex skills
- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family and community

E. LEARNING ACTIVITIES *(Outline prior training for outdoor education and high risk activities)*

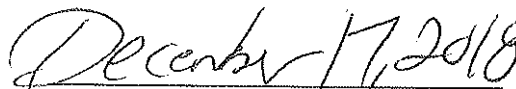
- a) Pre-Excursion Learning
 - proper equipment and ski hill etiquette
- b) Excursion Learning
 - ski lessons
- c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

- leave school at 6:00 am
- arrive at ski hill at 9:30 am
- check in and fit for equipment
- 10:00 ski lessons
- 4:30 pm leave for home
- 6:30 pm supper @ - Swift Current
- 10:00 pm -back to Lafleche


Teacher Signature


Principal Signature


Date


Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.10
Topic:			
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock's Grade 11 mountain bike trip to Kananaskis, AB on May 23-27, 2019

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Dec. 18, 2018	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock's Grade 11 mountain bike trip to Kananaskis, AB on May 23-27, 2019.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Blake Buettner	School: Peacock
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity <u>Mountain Bike Trip to Kananaskis</u>	
Grade Level: 11	Number of Students: 16
Destination: Kananaskis, Alberta	Trip Date: May 23 – 27, 2019
Number of School Days (Partial/Full): 2.5 – Thursday, May 23-p.m., Friday, May 24-Full Day, Monday, May 27-Full Day	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): Blake Buettner, Renee Verge, Matt Froehlich, Wayne Grywachski	
Number of Teachers, Parents, Chaperones: 6	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input checked="" type="checkbox"/> Other CPR Certification__	

B. SAFETY GUIDELINES
<p> <input checked="" type="checkbox"/> -Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> -Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> -Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> -Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> -A list of emergency telephone numbers will be formulated. <input checked="" type="checkbox"/> -Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" type="checkbox"/> -Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input checked="" type="checkbox"/> -Male and Female Chaperones for a co-ed activity. </p> <p><i>Not using 15 passenger van, SSBA guidelines and restrictions will be followed</i></p>

C. BUDGET
<p>❖ Anticipated Budget - \$5325 - Vehicle Rental - \$2000.00 , Fuel - \$1200.00, Campsite Rental - \$1000.00, Groceries-\$400.00, Sub Costs - \$625, Miscellaneous Camping Items(Camp Fuel, Tarps, Rope) - \$100.00</p> <p>❖ Description of Funding Sources - Decentralized Budget-Special Programs, Fund Raising(Raffle sales, School Bottle Recycling)</p> <p>❖ Out of Pocket Cost Per Participant \$150.00 - Meal Plans, Camping Gear, Bike Maintenance and Tune-up, Class T-Shirt, CPR Certification, Spending Money, Fast Food Restaurants x 3, Snacks for Trip</p>

SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS

D. LEARNING OBJECTIVES

- Lifelong participation in recreational activities. Have students appreciate outdoor activities for life.
- Develop positive attitudes towards physical activity, fitness, self concepts, relationships, social behavior, personal and group safety.
- Outdoor pursuits have been a major objective of Outdoor Education 20.

Specifically from the Physical Education 20 Curriculum:

Foundational Objective:

Students will develop skills related to the outdoors which will make them more comfortable in an outdoor environment.

Learning Objectives:

- Students will display an understanding of terminology, rules, safety concepts, mechanical principles and current developments that apply to outdoor pursuits. (We learn biking, hiking and camping terminology, rules, wildlife and bike safety and current trends in mountain biking.)
- Students will display increased self confidence, self sufficiency and individual initiative. (Students are trained on the hills in Moose Jaw on their bikes and their self confidence grows enormously after a day in the mountains using their bikes. Students will spend time training on their own.)

Foundational Objective:

Students will develop skills which promote lifelong outdoor leisure pursuits.

Learning Objectives:

- Students will develop the basic movement patterns and performance cues related to outdoor pursuits.
(We train on stationary bikes to gain fitness for the trip.)
- Students will develop an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons. (We discuss wildlife safety and the wilderness area we will be going into.)

Foundational Objective:

Students will develop an appreciation of and respect for the outdoor environment.

Learning Objectives:

- Students will develop an appreciation and respect for the natural environment. (The campsite is like no other. It is on a plateau half way up a mountain with a stream running through it.)
- Students will develop social skills that promote acceptable standards of behaviour and positive relationships with each other and the environment. (The students develop close relationships with each other through the process of the class.)

Foundational Objective:

- Students will develop an appreciation of the contribution outdoor pursuits make to personal fitness.

Learning Objectives:

- Students will develop the ability to identify and pursue a variety of fitness-related activities that complement selected outdoor pursuits. (We hike as well as bike on our trip. Camping skills are enhanced through our trips.)
- Students will develop an appreciation of the role of outdoor pursuits in the achievement and maintenance of personal fitness. (Students realize how training and conditioning enhance their experience on the trips.)
- SLO's of communication, critical and creative thinking, independent learning, personal and social values and skills and technology are all incorporated into Outdoor Education 20.
- Use of biking skills, conditioning, map reading, camping, menu planning, computer use, cooking, decision making, cooperation, teamwork and social skills are all incorporated into the class and trips.

E. LEARNING ACTIVITIES *(Outline prior training for outdoor education and high risk activities)*

- a) Pre-Excursion Learning - Bike use and maintenance, safety, CPR certification, spin classes for conditioning, wildlife situations, mountain bike skills practice at the Wakamow, menu planning, map reading, knot tying, survival kit preparation.
- b) Excursion Learning – Mountain training session, trip preparations and packing, independent learning of cooking and cleaning, camping duties, nature center, putting pre-excursion knowledge and conditioning to work, group cooperation, independently challenging yourself.
- c) Post-Excursion Learning – Self and teacher evaluation, trip evaluation, chaperone's evaluation, clean up, maintenance of camping gear, trip reflection.

F. SCHEDULE OF ACTIVITIES

- Leave Thursday, May 23 at Noon.
- Stay in Brooks, Alberta.

- Leave on Friday, May 24 for Kananaskis Provincial Park in Kananaskis, Alberta.
- Bike Canmore Olympic Park trails on Friday, May 24. Set up camp at the Group Camp at Kananaskis.
- Bike Terrace trail on Saturday, May 25.
- Bike Lake Minnewanka trail on Sunday, May 26.
- Return to Moose Jaw on Monday, May 27.

Blake Buettner
Teacher Signature

December 17, 2018
Date

Dustin Swanson
Principal Signature

December 17, 2018
Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.11
Topic:			
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Central Collegiate's Grade 10-12 Sr. Boys Basketball trip to Edmonton, AB on Feb. 7-9, 2019

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Jan. 3, 2019	Out-of-Province Excursion

Recommendation:

That the Board approve Central Collegiate's Grade 10-12 Sr. Boys Basketball trip to Edmonton, AB on Feb. 7-9, 2019.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Ryan Boughen	School: Central Collegiate
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Sr. Boys Basketball</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: 10-12	Number of Students: 13
Destination: Edmonton	Trip Date: Feb 7-9, 2019
Number of School Days (Partial/Full): 1.5-2	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Ryan Boughen, Barry Seaborn, Rhona Johnson</u>	
Number of Teachers, Parents, Chaperones: 4	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input type="checkbox"/> Male and Female Chaperones for a co-ed activity. <input checked="" type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
<ul style="list-style-type: none"> ❖ Anticipated Budget: \$800-\$1000 (no sub teacher costs) <ul style="list-style-type: none"> - Budget breakdown – van rental, gas, hotel rooms, meals ❖ Description of Funding Sources: fund raising activities, player fees, decentralized funds ❖ Out of Pocket Cost per Participant: \$80 for meals (hotel rooms are covered)

SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS

D. LEARNING OBJECTIVES

E. LEARNING ACTIVITIES *(Outline prior training for outdoor education and high risk activities)*

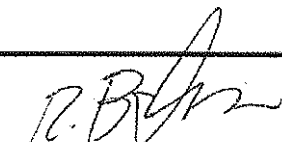
a) Pre-Excursion Learning

b) Excursion Learning

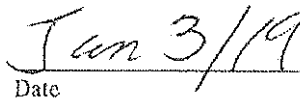
c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

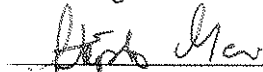
Harry Ainlay Tri-Province Basketball Tournament



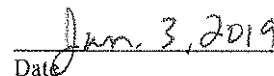
Teacher Signature



Date



Principal Signature



Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.12
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board has requested monthly updates regarding staff absences and tenders awarded.
Current Status:	Current Information is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	January 8, 2019	<ul style="list-style-type: none"> • Staff Absence Summaries • Tender Summary

Recommendation:

That the Board receive and file the monthly reports as presented.

Teacher Absences & Substitute Usage					
Date Range:	November 22, 2018 - December 21, 2018				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	62.56	6.85%	53.9	86.16%	0.69%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	1.08	0.12%	1	92.59%	0.01%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	7.58	0.83%	7	92.35%	0.08%
Executive Leave	1	0.11%	1	100.00%	0.01%
Prep Time	60.24	6.60%	57.22	94.99%	0.66%
Pressing Leave	33.2	3.64%	28.58	86.08%	0.36%
PSTA	1	0.11%	1	100.00%	0.01%
Rec. Of Service	62.25	6.82%	51.38	82.54%	0.68%
Leave Without Pay	5	0.55%	5	100.00%	0.05%
SUB TOTAL	233.91	25.63%	206.08	88.10%	2.57%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	255.64	28.01%	223.3	87.35%	2.81%
Illness - Long Term	99.88	10.94%	0	0.00%	1.10%
Medical/Dental Appt	108.42	11.88%	98	90.39%	1.19%
Internship Seminar	0	0.00%	0	0.00%	0.00%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	1	0.11%	0.8	80.00%	0.01%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	464.94	50.94%	322.10	69.28%	5.10%
Prairie South					
Extra/Co-curr Teach	14.09	1.54%	10.86	77.08%	0.15%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	51.48	5.64%	41.2	80.03%	0.57%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	86.6	9.49%	80.46	92.91%	0.95%
Noon Supervision Day	16.16	1.77%	15	92.82%	0.18%
PD DEC Teachers	42.23	4.63%	33.3	78.85%	0.46%
School Operations Meet/PD	3.36	0.37%	2.8	83.33%	0.04%
STF Business - Invoice	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	213.92	23.44%	183.62	85.84%	2.35%
Total Absences	912.77	100.00%	711.80	77.98%	10.02%

Teachers (FTE)

433.86

of teaching Days

21

Possible Days

9111.06

Long Term Illness: When a temporary contract is issued for an illness leave of 20+ days.

CUPE Staff Absences & Casual Usage 2018 - 2019

Date: November 26, 2018 - December 31, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	4.86	0.80%	2.54	0.00%	0.08%
Bereavement Leave	20.68	3.39%	13.83	0.00%	0.33%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	6	0.98%	4	0.00%	0.10%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	8.5	1.39%	8.5	0.00%	0.00%
Earned Day Off	2.45	0.40%	2.45	0.00%	0.04%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	4.25	0.70%	2.53	0.00%	0.07%
Illness - Support	287.52	47.16%	158.43	55.10%	4.61%
Med/Den Appt Support	68.15	11.18%	55.01	80.72%	1.09%
Noon Supervision	1.15	0.19%	0.6	0.00%	0.02%
Parenting/Caregiver	35.84	5.88%	22.24	62.05%	0.57%
Pressing Leave	19.63	3.22%	9.64	0.00%	0.31%
Rec. of Service	1.96	0.32%	1.5	0.00%	0.03%
TIL Support	12.75	2.09%	1	0.00%	0.20%
Without Pay Support	6.53	1.07%	4.46	0.00%	0.10%
SUB TOTAL	480.27	78.78%	286.73	59.70%	7.70%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	2	0.33%	0	0.00%	0.03%
Vacation Support	120.88	19.83%	65.48	54.17%	1.94%
Workers Compensation	1.04	0.17%	0.5	0.00%	0.02%
SUB TOTAL	123.92	20.33%	65.98	53.24%	1.99%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	1.45	0.24%	0.45	0.00%	0.02%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	4	0.66%	4	0.00%	0.06%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	5.45	0.89%	4.45	0.00%	0.09%
Total Absences	609.64	100.00%	357.16	58.59%	9.78%

Possible Days

November 26, 2018 - December 31, 2018

Days

24.00

FTE

259.8

Total Days

6235.20

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Bus Driver Staff Absences & Casual Usage 2018 - 2019

Date: November 26, 2018 - December 31, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	0.50	0.43%	0.50	0.00%	0.03%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	1.50	1.30%	1.50	0.00%	0.08%
Competition Leave	0.00	0.00%	0.00	0.00%	0.00%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Family Responsibilities	9.00	7.79%	9.00	0.00%	0.45%
Illness - Support	41.50	35.93%	23.50	0.00%	2.08%
Med/Den Appt Support	32.00	27.71%	31.00	0.00%	1.60%
Parenting/Caregiver	2.50	2.16%	2.50	0.00%	0.13%
Pressing Leave	2.50	2.16%	2.50	0.00%	0.13%
Without Pay Support	26.00	22.51%	26.00	0.00%	1.30%
SUB TOTAL	115.50	100.00%	96.50	83.55%	5.79%
Employment Act					
Court/Jury Duty	0.00	0.00%	0.00	0.00%	0.00%
Paternity Leave	0.00	0.00%	0.00	0.00%	0.00%
Vacation Support	0.00	0.00%	0.00	0.00%	0.00%
Workers Compensation	0.00	0.00%	0.00	0.00%	0.00%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
BUSI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
Extra/Co-Curricular	0.00	0.00%	0.00	0.00%	0.00%
FACI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
HUMA Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
LRNG Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.00	0.00%	0.00	0.00%	0.00%
TRAN Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Total Absences	115.50	100.00%	96.50	83.55%	5.79%

Possible Days

November 26, 2018 - December 31, 2018

Days

19.00

Staff

105.00

Total Days

1995.00

** Data includes data from 3 CUPE bus drivers

*** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Out of Scope Staff Absences & Casual Usage 2018 - 2019

Date: November 26, 2018 - December 31, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	0	0.00%	0	0	0.00%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	3	1.74%	0	0	0.28%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	1	0.58%	0	0	0.09%
Illness - Support	41.93	24.26%	0	0	3.85%
Med/Den Appt Support	8.44	4.88%	0	0	0.78%
Parenting/Caregiver	0.8	0.46%	0	0	0.07%
Pressing Leave	6.57	3.80%	0	0	0.60%
Without Pay Support	2	1.16%	0	0	0.18%
SUB TOTAL	63.74	36.88%	0	0.00%	5.85%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	109.09	63.12%	0	0	10.02%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	109.09	63.12%	0	0.00%	10.02%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0	0.00%	0	0	0.00%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
PD Out of Province	0	0.00%	0	0	0.00%
SUB TOTAL	0	0.00%	0	0	0.00%
Total Absences	172.83	100.00%	0	0.00%	15.88%

Possible Days

November 26, 2018 - December 31, 2018

Days

24.00

FTE

45.362

Total Days

1088.69

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Tender Report for the period November 28, 2018 to December 24, 2018

Background:

- Board has requested a monthly report of tenders awarded.
- Administrative procedure 513, which details limits where formal competitive bids are required.

The procedure is as follows:

- The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
- Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

There are the following tenders to report for this period. Bids do not include sales taxes.

- A tender was issued for a lighting upgrade for Kincaid School's Gym and building exterior. The tender was awarded to Paul Langlois Electric for a cost of \$8,444,28.

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	04.13
Topic:	1st Quarter Financial Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	In accordance with the Board's annual work plan, a quarterly financial accountability report is to be presented to the Board at the end of each quarter.
Current Status:	Attached is the 1st Quarter Financial Accountability Report.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	.

Prepared By:	Date:	Attachments:
Steve Robitaille	January, 7 th 2019	1 st Quarter Financial Accountability Report

Recommendation:

That the Board receive and file the 1st Quarter Financial Accountability Report.

Prairie South School Division No. 210
Statement of Operations and Accumulated Surplus from Operations
For the Period Ended November 30, 2018

	2019 Budget	2019 Actual	2018 Actual	Pct of Budget
	\$	\$	\$	
	(Note 15)			
REVENUES				
Property Taxation	-	-	11,208,887	
Grants	77,304,661	18,754,414	64,603,768	24.26%
Tuition and Related Fees	45,500	43,910	95,306	96.51%
School Generated Funds	1,430,000	429,000	1,388,922	30.00%
Complementary Services (Note 12)	567,148	165,717	581,309	29.22%
External Services (Note 13)	3,535,659	896,060	3,461,081	25.34%
Other	493,500	209,358	1,354,408	42.42%
Total Revenues (Schedule A)	83,376,468	20,498,459	82,693,681	24.59%
EXPENSES				
Governance	373,280	93,193	321,103	24.97%
Administration	2,861,951	648,235	2,862,213	22.65%
Instruction	57,547,737	16,423,893	55,154,837	28.54%
Plant	13,679,150	3,220,589	15,646,089	23.54%
Transportation	6,705,357	1,814,420	6,920,537	27.06%
Tuition and Related Fees	-	3,750	6,250	
School Generated Funds	1,430,000	436,668	1,445,558	30.54%
Complementary Services (Note 12)	1,465,128	340,158	1,465,810	23.22%
External Services (Note 13)	3,537,904	1,012,301	3,549,281	28.61%
Other Expenses	-	-	1,772,183	
Total Expenses (Schedule B)	87,600,507	23,993,207	89,143,861	27.39%
Operating Surplus (Deficit) for the Year	(4,224,039)	(3,494,748)	(6,450,180)	
Acc. Surplus from Operations, Beg. of Year	79,350,947	79,350,947	85,801,127	
Acc. Surplus from Operations, End of Year	75,126,908	75,856,199	79,350,947	

Prairie South School Division No. 210
Statement of Financial Position-Financial Assets Excerpt
For the Period Ended November 30, 2018

	2019	2018
	\$	\$
Financial Assets		
Cash and Cash Equivalents	28,667,415	31,427,692
Accounts Receivable	1,145,221	1,289,984
Inventories for Sale	-	-
Portfolio Investments	54,437	54,437
Total Financial Assets	29,867,073	32,772,113

1ST QUARTER 1ST QUARTER FINANCE REPORT

For the period ended November 30, 2018

Source Documents

Policy 12 Section 3. Fiscal Responsibility

- 3.1. Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- 3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3. Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

1. Accumulated Surplus

Following is the accumulated surplus as at August 31, 2018. While the board has just reviewed this in November, we can highlight the surplus and reserves early in the year for awareness and budget planning:

	August 31 2017	Additions during the year	Reductions during the year	August 31 2018
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 54,589,217	\$ 3,321,038	\$ 5,318,167	\$ 52,592,088
Less: Debt owing on Tangible Capital Assets	(405,870)	-	(405,870)	-
	54,183,347	3,321,038	4,912,297	52,592,088
PMR maintenance project allocations (1)	3,608,712	2,117,509	3,377,942	2,348,279
Internally Restricted Surplus:				
Capital projects:				
Designated for Facilities Projects	1,619,204	-	119,204	1,500,000
Allocation for School Buses	1,344,327	-	-	1,344,327
Playgrounds	-	7,762	-	7,762
	2,963,531	7,762	119,204	2,852,089
Other:				
School Budget carry forwards	946,248	7,136	-	953,384
Support Staff Professional Development	131,583	-	22,674	108,909
School Generated Funds	1,442,781	1,388,923	1,445,557	1,386,147
School Development Fund	-	193,890	-	193,890
School Community Council carry forwards	22,610	14,328	-	36,938
Child Nutrition & Development Grant	7,014	-	7,014	-
Synchronous Learning	18,701	-	8,967	9,734
Pre-Kindergarten Programming	1,000,000	-	379,452	620,548
Peacock Mechanical Upgrade	2,100,000	-	1,755,186	344,814
	5,668,937	1,604,277	3,618,850	3,654,364
Unrestricted Surplus	19,376,600	-	1,472,473	17,904,127
Total Accumulated Surplus	\$ 85,801,127	\$ 7,050,586	\$ 13,500,766	\$ 79,350,947

1.1 Restricted Operating Reserves –

The Division allows schools to accumulate surpluses or incur deficits on their decentralized budgets, Following is a summary of the schools 2017-18 decentralized budget, includes surplus or (deficit) and their surplus or deficit at the end of the year. Overall our schools did very well as most of the schools that had deficit issues have been able to get back into the black. We only have four schools with deficits and all four are taking steps to rectify:

	2017-18 School Carry Forward	Decentralized	
Loc	School	Carryforward	Allocation
112	Assiniboia 7th	46,036	101,927
111	Assiniboia Comp	(288)	76,908
110	Assiniboia Elem	75,894	81,175
113	Avonlea	46,486	75,185
101	Baildon	1,849	11,054
102	Belle Plaine	(636)	12,208
114	Bengough	7,261	36,599
115	Caronport	1,903	75,068
116	Central Butte	9,124	55,432
140	Central Collegiate	4,422	251,569
117	Chaplin	15,872	19,786
118	Coronach	44,077	77,453
119	Craik	24,220	37,379
122	Ecole Gravelbourg	12,529	118,190
141	Empire	19,317	79,073
120	Eyebrow	19,304	24,763
121	Glentworth	10,938	46,441
103	Huron	8,542	6,343
124	Kincaid	4,078	55,166
143	King George	716	171,842
125	Lafleche	76,423	56,234
126	Lindale	45,268	159,718
127	Mankota	15,581	21,630
128	Mortlach	3,916	38,280
129	Mossbank	3,621	53,586
144	Palliser	27,185	306,878
145	Peacock	(24,704)	268,822
146	Prince Arthur	22,902	104,796
147	Riverview	14,866	56,984
130	Rockglen	6,753	52,166
104	Rose Valley	(2,577)	9,530
131	Rouleau	28,630	62,591
148	Sunningdale	20,202	197,042
105	Vanguard	24,508	2,000
149	Westmount	7,925	160,618
150	William Grayson	9,269	66,345
	Total	631,412	3,030,781

2 Revenue/Expense notes for the period September 1, 2018 to November 30, 2018:

Revenue:

Overall our revenue is at 24.6% of the 1st quarter budget:

- Very close to plan. External Services (Associate Schools) grant is slightly higher than expected. Basic Grant tracking slightly less than budget (0.75%)

Expenditure:

Overall our expenditures are at 27.39% which is about where we expect to be in the 1st quarter:

- Instruction 28.54% (the most heavily weighted expense line), Transportation 27.06% and External Services 28.61% are all above 25%. However, we should note that these budget lines represent expense categories that are predominantly disbursed in the first ten months of the fiscal year.

Governance Implications

Continue to monitor net effect of expenditures on future net assets and cash.

AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	06.1
Topic:	Student Outcome Committee Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Student Outcomes Committee is a standing committee of the Board of Education. Trustee Wilson is the 2018-2019 Chair of the Student Outcomes Committee.
Current Status:	Trustee Wilson has provided the following update: The SOC committee met on December 18 to review the final draft of the new CLf document. You will find a copy of this document attached. We spent the remainder of our time together working on what the 2019/20 school calendar could look like.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	January 8, 2019	<ul style="list-style-type: none"> Continuous Learning Framework Revised December, 2018

Recommendation:

That the Board review the information provided.

Comprehensive
Learning
framework





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SECTION 1

1.0 Introduction

The Comprehensive Learning Framework (CLf) was developed as a response to the number of new and ongoing initiatives that took place in Prairie South Schools following the 2006 amalgamation of seven former divisions into one. The goal of having a framework was to bring all learning initiatives and their associated practices together in one place so that all stakeholders – Board of Education, School Community Councils (SCCs), senior administration and all central office staff supporting learning, school based administrators, teachers, parents – could see the vision, direction and focus for learning improvement in Prairie South.

The purpose of the CLf is to build the capacity of Prairie South School Division as a learning organization for continuous improvement. It serves as a constructive tool to ensure that outstanding teaching, learning, and leading are demonstrated, supported, and celebrated through:

- enactment of our guiding principles and shared understandings
- Learning Improvement Plans (LIPs) at the school level that address the outcomes of the Education Sector Strategic Plan and locally developed goals related to student well being
- analysis of relevant individual student assessment evidence, with the goal of improving instruction as it connects to improved academic achievement for all students
- implementation of research-based, effective educational practices, and
- establishment of a communication plan among students, parents, staff, Board of Education and the community.

1.1 Guiding Principles

Five principles guide the development and implementation of the CLf and are foundational to the effectiveness of teaching and learning in Prairie South. These principles, with definitions, are outlined in the following table.



Guiding Principle	Description of Principle	Evidence
Build shared beliefs & understandings among staff	<ul style="list-style-type: none"> • All students can achieve high standards given time & support. • All teachers can teach to high standards given support. • All schools can learn to become highly functioning learning organizations. • All school administrators can become learning leaders. 	<ul style="list-style-type: none"> • Learning Improvement Plans • Learning Improvement Teams • Job-embedded professional learning supported by the Learning Support Teams & school administration
Sustainability	The framework is designed to maintain the Division's focus on student learning even when changes occur in personnel.	<ul style="list-style-type: none"> • Monitor by the CLf & ESSP evidence
Evidence	The framework includes multiple measures of student learning, as well as educator actions, to make informed decisions.	<ul style="list-style-type: none"> • Monitor student learning & adult actions. <p>3 levels of data:</p> <ul style="list-style-type: none"> • Wide-scale indicators (international & provincial) • School indicators (LIP, LIT) • Classroom indicators (LIP, LIT common formative assessments & classroom formative assessments)
Collaboration	The framework builds collaborative structures & protocols with educators to improve learning and teaching.	<ul style="list-style-type: none"> • Learning Improvement Plans • Learning Improvement Teams • Job-embedded professional learning
Transparency	The framework values and supports a culture of transparency where information is shared with stakeholders.	<ul style="list-style-type: none"> • Reporting mechanisms

The CLf process may be viewed as a 'living process' that is always in development because that is what learning organizations do. The CLf should continue to develop and grow as we become more adept at understanding large-scale system change.



1.2 Shared Understandings

As the Guiding Principles form the foundation under which teaching and learning takes place in Prairie South, the Shared Understandings offer further actionable items and expectations for teachers and school based administrators. The Shared Understandings are refined through a consensus building process with school based administrators annually to reflect the ongoing work and changes in the learning landscape of Prairie South Schools.

- Saskatchewan has an Education Sector Strategic Plan (ESSP), and Prairie South Schools aligns our work with that plan.
- All schools will have a Learning Improvement Plan (LIP).
- We need a model for LIP/LIT/ESSP/Division improvement for 2018-2019 that works.
- LIP goals will be developed by staff, based on school data and will be aligned with the ESSP.
- LIP format will be a blend of the traditional Prairie South document and the ESSP A3 form as directed by principals.
- The focus of each LIT will be aligned with the school LIP and/or the ESSP.
- Teaching includes responsibility for improvement at the school and classroom level.
- Principals and school staff determine which teachers will be members of which LIT.
- Every Prairie South teacher will be engaged as a member in the work of an LIT.
- In collaboration with school staff, every principal is accountable for student growth as evidenced through positive change in LIT data and achievement of LIP goals.
- Learning Support Team members are available as resources for LIP and LIT in various ways.



SECTION 2

LEARNING FRAMEWORK

2.0 Introduction

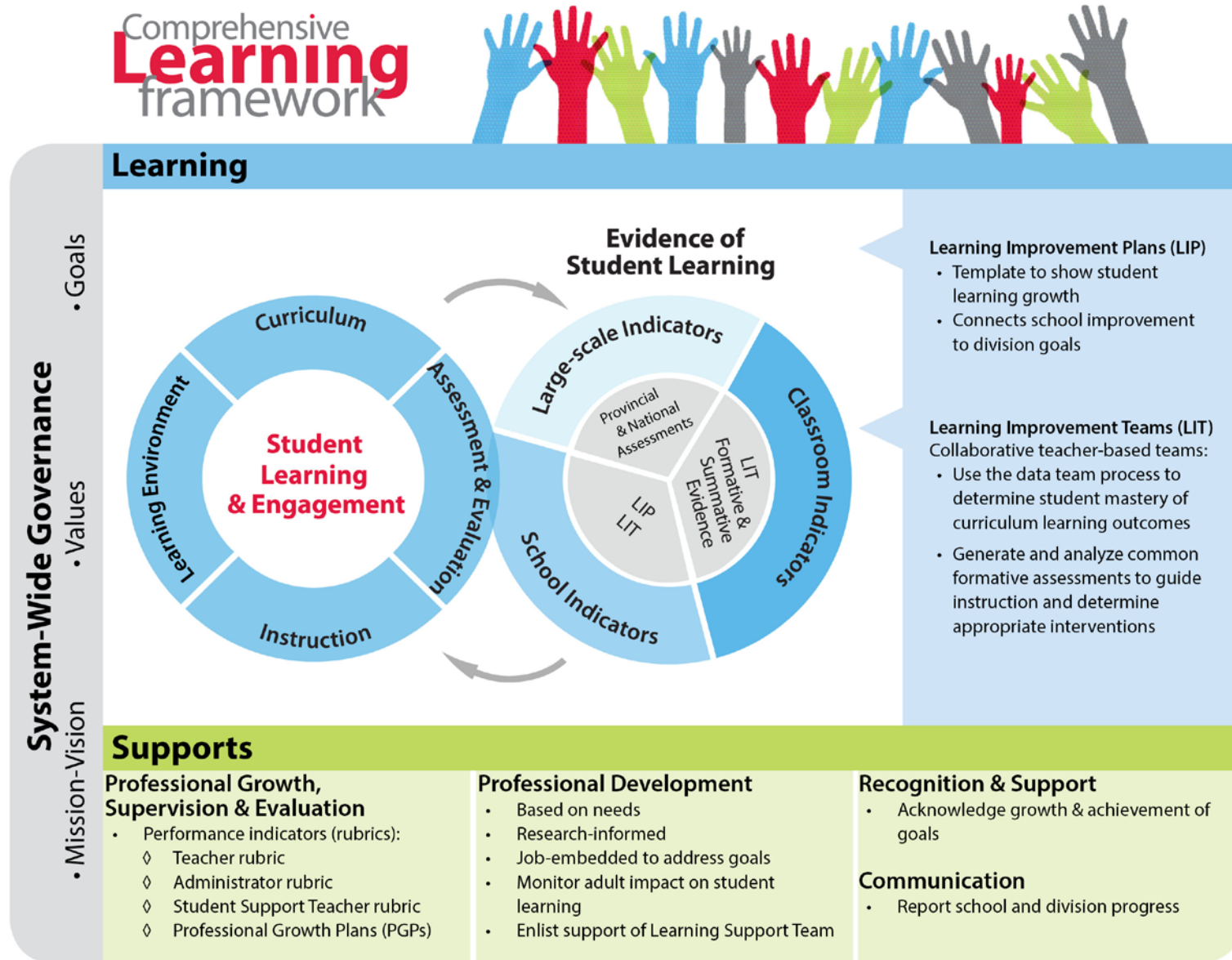
Prairie South is committed to continuous improvement in student learning as defined within the CLf. The foundation of the CLf is the belief that accountability for student learning is a shared leadership responsibility of all stakeholders in the division including students, parents, staff and the Board of Education.

2.1 Comprehensive Learning Framework Diagram

The CLf diagram serves as a guide to show the interdependence of the distinct parts, as well as the overview that defines what it means to be a learning organization. The intention is to shift the traditional perspective, where we view our work as separate components, and instead purposefully connect them into a more holistic view that unites the complexity involved in learning and teaching.

The CLf graphic is based on three main components: governance, learning and supports. In the *governance* component, the CLf will support, reinforce and validate the Prairie South mission – vision, core values and goals. In the *learning* component, the CLf has three main sub-components which are the heart of our work in the school division: curriculum, assessment/evaluation and instruction. The *support* component includes the professional and communication aspects related to our profession such as professional development, professional growth and communication.

The CLf creates a transparent system for reciprocal accountability that is student-centered, educator-generated and data-driven. Multiple indicators will be considered and analyzed when monitoring progress toward meeting division goals to improve student learning.





2.1.1 Large-Scale Indicators

The main purpose of large-scale indicators is for school division accountability and reporting. They provide evidence of progress toward achieving division-wide goals through a variety of quantitative performance data.

Through a collaborative process, Senior Administration and In – School Administrators, align Prairie South Schools practices and foci with those areas identified in the Education Sector Strategic Plan (ESSP). The ESSP was developed through a collaborative process with school division leaders across the province and adopted by all 28 school divisions in the fall of 2015 with a vision towards 2020.

Provincial Focus: At Grade Level in Reading, Writing and Math

Outcome:

- By June 30, 2020, 80% of students will be at grade level or above in reading, writing, and math.

Provincial Focus: Improving FNMI Student Engagement and Graduation Rates

Outcome:

- By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

Provincial Focus: Graduation Rates

Outcome:

- By June 30, 2020 Saskatchewan will achieve an 85% graduation rate and a 90% five year graduation rate.

Provincial Focus: Early Years Outcome

Outcome:

- By June 30, 2020, children aged 0-6 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

The ESSP goals are nearing the end of their intended life and in the winter of 2018/2019 are under review and revision, incorporating input from all school division directors, the Saskatchewan School Boards Association, the Saskatchewan Teachers Federation, First Nations, Inuit and Metis stakeholders and representatives, and the Ministry of Education.



Additionally, students within various schools in Prairie South are selected to take part in both national and international assessments such as the Program for International Student Assessment (PISA) and the Pan Canadian Assessment Program (PCAP). Results are reported provincially and include reading, math, science and problem solving.

2.1.2 School and Classroom Indicators

Learning Improvement Plan (LIP)

As part of the School Indicators, schools develop an annual Learning Improvement Plan that includes goals, evidence of progress toward meeting school goals, as well as adult actions and their effect on student learning results at the classroom level. These measures are aggregated across the school and may come from a variety of quantitative and qualitative sources. Evidence may be gathered for Learning Improvement Plans over a span of several years.

All teachers and students participate in the school Learning Improvement Plan, addressing their part of the identified learning needs of the school goal.

Learning Improvement Teams (LIT)

Within each school, groups of educators form a collaborative learning team to address learning needs that are grade-alike or subject-alike. Teachers participate in the Learning Improvement Team (LIT) inquiry process to gather and analyze evidence of student learning of curriculum outcomes. Based on the results, teachers determine research-informed and/or effective instruction strategies they will employ to improve student learning. This process provides a collaborative way to focus on student results and to build a cycle of continuous improvement for both student and teacher learning.

Evidence gathered in LITs may be used at the school level, when aggregated, to show patterns of evidence across grades and/or subjects. Evidence is also used at the classroom level, when disaggregated at the level of individual student learning. This allows teachers to identify what particular student needs may be, and then provide responsive instruction to address these needs.



SECTION 3

LEARNING CONNECTIONS

3.0 Connecting learning and the Comprehensive Learning Framework

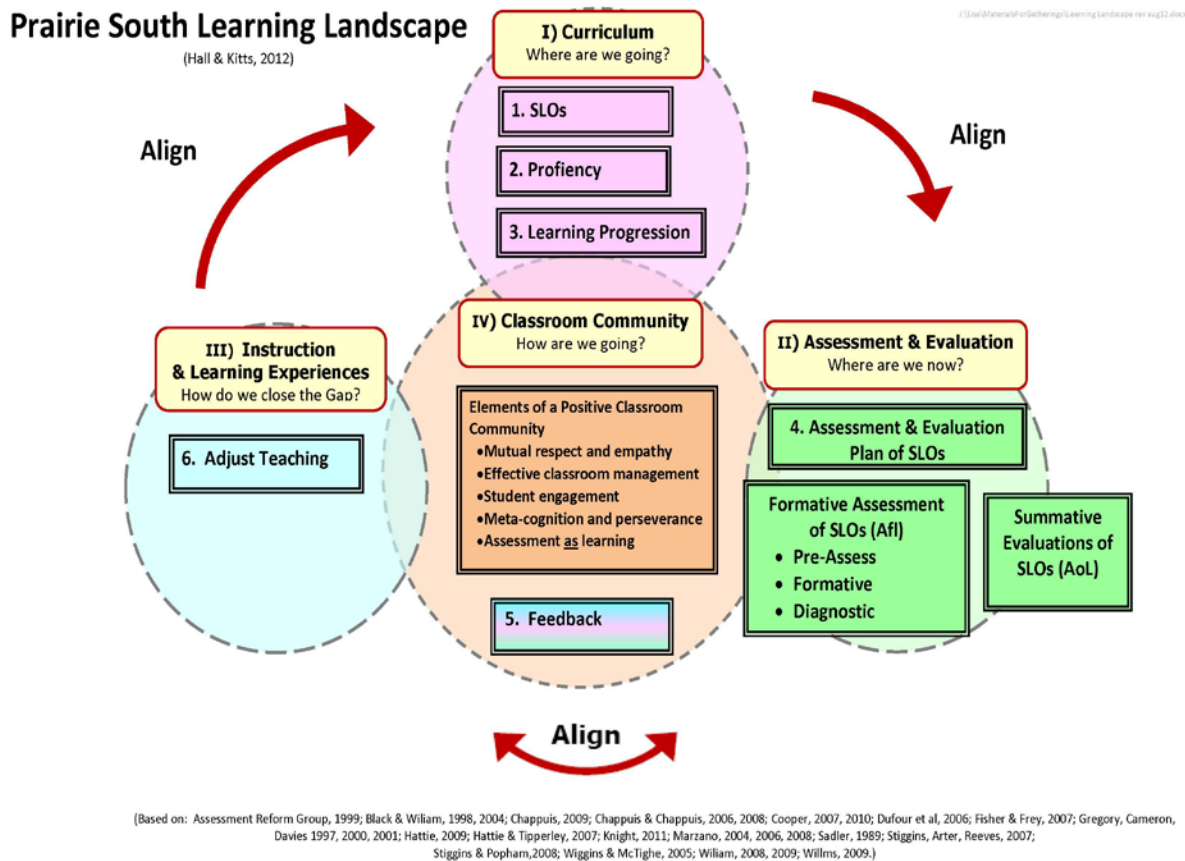
In the Comprehensive Learning Framework, it is critical to have a solid, foundational understanding of curriculum. Curriculum is at the heart of learning in schools. The Ministry of Education develops the provincial curriculum outcomes and indicators.

Throughout the world, a major shift is focused on improving student achievement. As a result, educators no longer rely on norm-referenced curriculum, instead student progress is evaluated on proficiency of the outcomes, known as criterion-referenced curriculum. This requires a fundamental shift to:

- outcomes-based curriculum, that is measured by
- outcomes-based assessment and evaluation, that is taught by
- research-informed instruction to engage students by teachers who collaborate to make
- evidence-based decisions, that are supported by
- aligned staff development.

The Ministry promotes the implementation of curriculum using the Understanding By Design (UbD) framework which means teachers begin with the ‘end in mind’. The premise of the UbD process is that “the best designs derive backward from the learnings sought” (Wiggins & McTighe, 2005, p. 14).

Prairie South School Division has developed a model, called The Learning Landscape, which is based on the UbD process and an understanding of positive classroom community. The purpose of The Learning Landscape is to make explicit to educators in our school division, what we want them to know and do as they lead, learn and teach.



The following sections will address the four key parts, as well as the subcomponents, of the Learning Landscape.

3.1 Curriculum

The curriculum dimension addresses the question *where am I going* for both the teacher and student. Curriculum has three subcomponents: understanding student learning outcomes, determining proficiency and organizing learning progressions.

3.1.1 Student Learning Outcomes

Student learning outcomes are the essential curriculum criteria that show what students need to know, understand and do by the end of the learning experience. In Saskatchewan, each curricular subject has outcomes, as well as several indicators that contribute to a broader understanding of the outcomes.



3.1.2 Proficiency

The next step is for teachers to collaboratively determine what evidence shows proficiency of the outcomes. Teachers turn outcomes into levels of achievement by agreeing on what constitutes each level across the grades and subjects, thereby reducing individual teacher subjectivity. The important idea is that students and teachers understand what quality and proficient work looks like in the classroom.

In Prairie South Schools, grades K-8 student progress is reported to parents based on the following achievement indicators:

EU Enriched Understanding Student demonstrates an enriched understanding of grade level outcomes.

DE Developing as Expected Student demonstrates an expected understanding of grade level outcomes.

BD Beginning to Develop Student demonstrates initial understanding of grade level outcomes.

TS Additional Time and Support Needed Student demonstrates more time and support is needed to meet grade level outcomes.

3.1.3 Learning Progression

Once the outcomes and levels of proficiency are determined, learning is broken into incremental steps. This process benefits both the teacher and the students, making it easier for students to see the steps needed to succeed and easier for the teacher to see which parts may need more attention.

3.2 Assessment & Evaluation

Assessment and evaluation evidence is collected in a wide variety of ways over time: observations, conversations, products. It is not the tool itself that is formative or summative – rather the function it serves that determines if a tool is formative or summative. The key question we ask is, is the assessment and/or evaluation to *improve* learning and practice or is it to *judge* student learning of outcomes at a particular point in time.

3.2.1 Grading

The purpose of grades is to:

- provide students with information that reports their progress against student learning outcomes
- provide teachers with information regarding planning and effectiveness of instruction



- communicate student achievement to students, parents, administrators and others

*Specific recommendations regarding grading practices are to be found in the document *Grading Practices Research and Suggested Changes to Grading Practices (2017)*.*

3.3 Instruction

Within the provincial curricula, teachers design instruction that incorporates progressions to the learning target, and is responsive to student need and interest. Teachers in Prairie South Schools are encouraged to explore a variety of instructional methods that have been proven through research to be effective, including the incorporation of the 21st century skills as deemed important in Prairie South. These skills include:

- Creativity, innovation and entrepreneurship
- Critical thinking
- Collaboration
- Communication
- Character
- Cultural and ethical citizenship
- Computer and digital technologies

3.4 Classroom Community

The classroom community includes the physical space in which learning takes place and the climate and atmosphere that is created by the teacher and the students together. Learning in a positive, student centered environment with clear guidelines for behaviour has shown to have a positive impact on student achievement. In particular, if the relationship between the teacher and the students is good, then everything else that occurs in the classroom is positively enhanced (Marzano, 2007).

In a positive learning environment, students feel free and supported to take risks with learning, try new theories and share their successes and failures openly. A positive classroom atmosphere engages students in learning – with curriculum, with their teacher and with other students. Engaged students demonstrate deeper understanding of material, retain knowledge for longer periods of time and have a passion and interest in improving themselves.



SECTION 4

LEARNING IMPROVEMENT PLAN

4.0 Introduction

As required by the Ministry of Education, each school within Prairie South School Division generates a school Learning Improvement Plan (LIP) that aligns with the Education Sector Strategic Plan, and goals of the Prairie South School Division Board of Education. School Learning Improvement Plans (LIPs) are developed and reviewed collaboratively with school based administrators, teachers and shared with School Community Councils (SCCs). LIPs contain qualitative and quantitative data that reflect the needs of students.

School-based administrators are encouraged to share the responsibility for the LIP with teachers. On-going discussions at the staff level monitor the progress of the LIP, regularly analyze and evaluate the outcomes of the work plan and suggest modifications as the year progresses.

Schools may access support at the division level from Learning Support Teams, consultants and Superintendents. Learning Support Teams can be called upon to support schools by providing professional development regarding instructional approaches and strategies, support in evidence-based decision making and in the planning and use of resources.

The Learning Improvement Plan will be supported by School Community Councils and shared with the greater school community.



SECTION 5

LEARNING IMPROVEMENT TEAMS

5.0 Introduction

Many terms are used to describe the process associated with school-based adult learning teams. Most notable is professional learning communities (PLCs) made famous by the DuFours, along with other names such as data teams, learning communities, instruction teams, however in Prairie South schools, we will use the name Learning Improvement Teams (LITs).

Over the years significant research has been done regarding the effectiveness of PLCs:

Collaboration, being **learning-focused**, having **shared values and vision**, being involved in **practical activities** focused on student learning, taking an **inquiry stance**, and being **reflective** and **sharing** experiences. (Owen, 2016)

5.1 Definition

An LIT is an ongoing *process* where educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve (DuFour, DuFour, Eaker & Many, 2010). Truly doing the work of an LIT changes how and what work educators do in their school. LITs are groups of teachers at the school level who work to identify and address the curriculum learning needs of students. The primary focus of the LIT is on student mastery of outcomes through effective instructional practices that are substantiated by assessment results. They have scheduled, collaborative, structured meetings that use a specific process to concentrate on the effectiveness of their teaching and its consequent effects on student learning.

The specific process or protocol is designed around fundamental principles. LITs:

- use a data-driven process that is based on the belief that *all* children can learn the outcomes regardless of the cultural, socio-economic or other demographic factors that affect them and that the major influential factor that affects student learning is the quality of instruction (Hattie, 2009; Marzano, 2003);
- focus on priority student learning outcomes, generate common formative assessments, use common scoring guides to monitor & analyze student performance as well as the impact of the instruction strategies they employed;
- shift to job-embedded professional learning through continuous collaboration and shared decision-making based upon the evidence of student results;
- document student learning as evidence, including products, observations and conversations;
- choose instructional strategies that are research-based and known to be effective



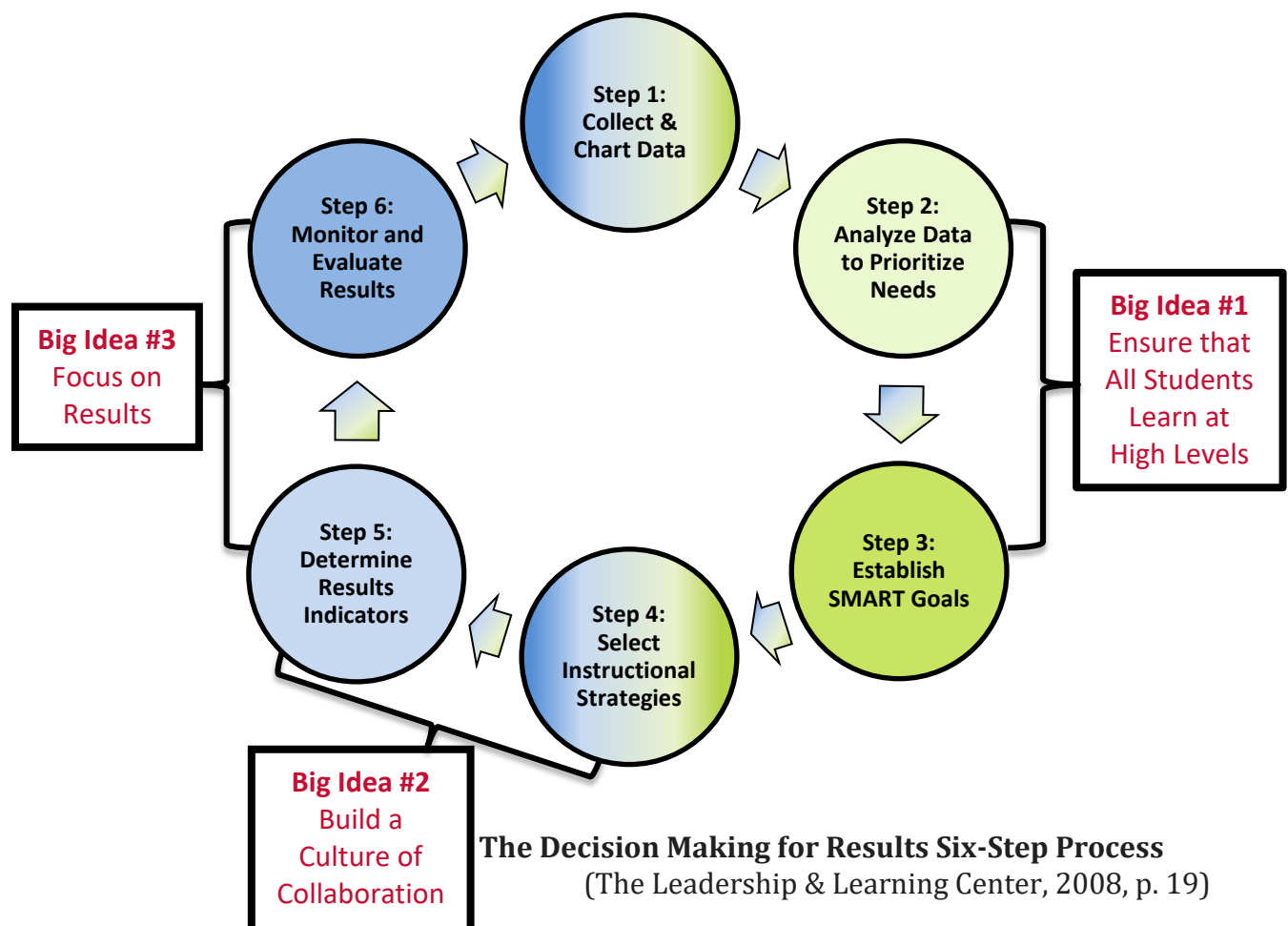
- act on the evidence collected and the strategies used in order to determine what helps students and teachers learn;
- commit to continuous improvement as they constantly seek and try instructional strategies to improve learning, reflect on their results and build promising practices.

Monitoring and support of LITs are the primary responsibility of the school administrator who is in turn supported by the school superintendent and members of the Learning Department. The determination of need for support may come from any LIT member or the collective team, and is directed to the school administrator. The level of support is determined by the team's needs and may include:

- coaching from the administrator, learning support team or other Learning Department personnel
- mutually determined professional development
- technical support

5.2 The Six Step Cycle for Learning Improvement

The Six Step Learning Improvement Cycle is the process used by the LIT to do their work.





SECTION 6

COMMUNICATIONS

6.0 Introduction

Communication regarding the role of the CLf in improving instruction is also important within Prairie South Schools. Repeated reference to the alignment of staff meeting topics, professional development goals and system-wide decisions to the CLf will create awareness of this importance and will establish this framework as essential to reaching our collective vision.

6.1 Communication Strategies

Communication strategies used to share progress may include the following:

School Division	Schools Learning Improvement Plans	Learning Improvement Teams
<p>Print</p> <ul style="list-style-type: none"> • Board meeting highlights • Press releases • Newsletters <p>Digital</p> <ul style="list-style-type: none"> • Prairie South website • Newsletters/Bulletins • Blogs • Videos • Emails • Social Networking tools • Connect <p>Face to Face</p> <ul style="list-style-type: none"> • Meetings • Media • Public Sharing of LIP in school 	<p>Print</p> <ul style="list-style-type: none"> • Newsletters • LIP sharing in school <p>Digital</p> <ul style="list-style-type: none"> • School Website • Newsletters/Bulletins • Blogs • Videos • Emails • Social Networking tools • Connect <p>Face to Face</p> <ul style="list-style-type: none"> • Parent info nights/ Open House • School Community Council • Staff meetings • Assemblies • Student presentations to various audiences • LIP Sharing 	<p>Print</p> <ul style="list-style-type: none"> • LIT sharing in school <p>Digital</p> <ul style="list-style-type: none"> • Connect <p>Face to Face</p> <ul style="list-style-type: none"> • Staff Meetings



SECTION 7

PROFESSIONAL DEVELOPMENT

7.0 Introduction

The aim of professional development is to be relevant, job-embedded, timely (in relation to the needs of the participants) and on-going or long term. Professional development in Prairie South Schools attempts to provide quality adult learning opportunities. The terms professional development, professional learning and staff development are used synonymously.

Effective Professional Learning includes the following criteria:

- based on research and proven effective practice
- focus is on improving student achievement
- educator learning is school-based and job-embedded and addresses a variety of educator learning needs
- actions align with school division or school Learning Improvement Plans
- educators are continuously supported to learn over time
- support includes a peer coaching/mentoring component
- educators learning collaboratively and sharing with colleagues at the school and school division level and
- the focus is shifted from teaching, to learning, for both students and teachers.

7.1 Professional Development Opportunities

The opportunity for continuous, job-embedded professional development in Prairie South must be provided for division employees to work effectively and efficiently. The division provides mandatory training for specific job responsibilities and employees have flexibility to create their own Professional Growth Plans. The plan(s) are to align with the ESSP, division goals, the school LIP and ultimately impact student achievement.

Each school will establish a PD committee in accordance with the LINC agreement. This committee, in conjunction with the school based administration, identifies and approves professional development in accordance with the LIP and teacher professional growth plans.

7.1.1 Internal and External Professional Development Opportunities

Internal professional development opportunities for Prairie South employees are those offered and funded by the division. These opportunities often require teacher attendance and are job-specific, as well as being aligned with Prairie South and/or LIP Goals. Internal professional development may include Learning Improvement



Teams, training for new resources or processes, teacher collaboration, video recorded teacher-self-reflection, webinars, workshops on specific topics designed to support pedagogy, student achievement and effective implementation of school programs.

External professional development opportunities for Prairie South employees include conferences, webinars or workshops conducted by outside professional organizations or private educational vendors. These opportunities may be requested and may be funded by the division depending upon the program requirements. The process for teachers to access external professional development follows the guidelines provided in the LINC agreement. Non-instructional staff will contact their immediate supervisor to access external professional development opportunities.



SECTION 8

RECOGNITION AND SUPPORT PLAN

8.0 Introduction

In an accountability framework, the focus is on student achievement and growth of all staff. Like any vibrant and successful organization, Prairie South will develop clear and meaningful ways to acknowledge the excellence and accomplishments of its staff, particularly as it relates to the Comprehensive Learning Framework. It is also recognized in Prairie South that support may be needed in order for personnel to achieve their established school goals, in alignment with the Comprehensive Learning Framework. Provision of both recognition and support contribute to a positive learning climate.

8.1 Schools and Learning Improvement Plans

The ongoing evaluation component of the Learning Improvement Plan will be closely monitored and supported by the school administrator, teachers and the school superintendent of operations.

If improvement is not evident as shown by student performance indicators after a determined data collection period, support may be sought by staff, school administration or central office administration.

Involvement of the Learning Support Team may occur at any time during the school year. As indicated earlier, the Learning Support Team is available to support schools by providing professional development regarding instructional approaches and strategies, support in evidence-based decision making and in the planning and use of resources.



SECTION 9

COMPREHENSIVE LEARNING FRAMEWORK DESIGN MONITORING

9.0 Introduction

The Comprehensive Learning Framework is a dynamic framework, based on principles of continuous improvement. The changes made to the CLf, in either content or process, will be reflective of refinements in the goals of Prairie South School Division which include both the ESSP and the Board of Education Strategic Plan and with a focus on improved student learning, teaching and leading.

9.1 Ongoing Monitoring

In the future, the responsibility to oversee and renew the CLf falls under the leadership of the Superintendent of Learning. Schools are encouraged to review their progress towards LIP goals through the lens of the CLf and celebrate successes along the way.

Regular review of the CLf document and the processes inherent within the document will be undertaken by a committee of stakeholders that may include Board members, administrators, teachers, members of the Learning Department and representation from SCCs. Proposed changes to the CLf will be presented to the CAC, shared with Prairie South staff and made available to the public.



REFERENCES

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- Owen, S. (2016). Professional learning communities: building skills, reinvigorating the passion, and nurturing teacher wellbeing and “flourishing” within significantly innovative schooling contexts. *Educational Review*, 68 (4), p. 403-419.
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AGENDA ITEM

Meeting Date:	January 8, 2019	Agenda Item #:	06.2
Topic:	Public Section Update		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Prairie South is a member of the Public Section of the Saskatchewan School Boards' Association.
Current Status:	The Executive Director of the Public Section has provided an update for trustees.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	January 8, 2019	<ul style="list-style-type: none"> Public Section Update, December 2018

Recommendation:

That the Board review the information provided.



Public Section Update
December 2018

Hello everyone,

This is the first issue of the Public Section Update. Our plan is that it will be produced bi-monthly during the school year, but we will ask for member feedback to see if that meets your needs. Our hope is that we will keep Public Section membership up to date about the activities of the Public Section and engage our membership in issues of importance when appropriate.

Have a wonderful holiday season and enjoy the time with your families.

Norm Dray
Executive Director

1. Strategic Plan – As you know, our new strategic plan combined with a work plan was adopted by the Public Section membership at the November AGM. We are working on its implementation. To that end, we have met with the Deputy Minister and our social media presence is ongoing on Twitter and Facebook. Additionally, we are exploring the use of traditional media to promote the values of the Public Section. The strategic plan is on our website. See the link below.

<https://www.saskpublicschools.ca/public-section/strategic-plan/>

Please take an opportunity to follow us on Facebook and Twitter.

<https://www.facebook.com/publicschoolsofsaskatchewan/>

[@publicschoolssk](https://twitter.com/publicschoolssk)

2. Litigation – As you are aware, our successful court case in the Court of Queen's Bench is being appealed to the Saskatchewan Court of Appeal. There are five intervenors in the case and it is scheduled to be heard on March 12, 13 and 14 in Regina.

The intervenors supporting Christ the Teacher and the Government are: Alberta Catholic School Trustees' Association (ACSTA); Ontario Catholic School Trustees Association (OCSTA);

Association Franco-Ontarienne des Conseils Scholaires Catholiques (AFOCSC); and Ontario English Catholic Teachers' Association (OECTA). The intervenor supporting us is: Public School Boards' Association of Alberta (PSBAA).

The latest hearing was held on December 10 and it was to determine with what process the intervenors will be dealt. It appears that each intervenor will get 30 minutes to present oral arguments at the appeal. The Government and Christ the Teacher likely will get three hours. We have asked for six hours, but we are waiting for a ruling on that.

3. June PD – We are working on planning and booking speakers for our June General Meeting and professional development opportunity. Please mark it in your calendars for June 6 and 7 at the Regina Travelodge.
4. Meeting with Member Boards – Chair Colleen and I are interested in meeting with member boards to hear from board members and to provide an update on the activities of the Section. Please contact me if you are interested in us meeting with your board: pubicsection@sasktel.net or 306-229-5148.
5. Cross Canada Articles of Interest – Below are links to relevant articles from various jurisdictions in Canada.

An op-ed from an organization called "Secular Alberta" re: funding Catholic Schools

<https://edmontonjournal.com/opinion/columnists/opinion-time-for-catholic-church-to-fund-its-own-schools-in-alberta>

A promise by the government of Quebec to abolish school boards (following Nova Scotia's example). In our view, an unhealthy development for educational governance.

<https://globalnews.ca/news/4766186/quebec-education-minister-school-boards-abolished/>

This article was sent out previously and is now posted on our website.

<https://www.lexology.com/library/detail.aspx?g=9da02f61-98eb-4d6f-ac13-cda83f2b3849>

This was also circulated previously.

<https://edmontonjournal.com/news/local-news/catholic-school-boards-churches-fund-organization-to-promote-education>